

**A HISTORY OF THE TEACHING OF SOCIAL PSYCHOLOGY  
IN THE SCHOOL OF PSYCHOLOGY AT THE UNIVERSITY OF SYDNEY  
OVER THE FIFTY-YEAR PERIOD 1959 TO 2008**

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## THE AUTHOR

Dr Brian Crabbe has extensive knowledge of the teaching of Psychology at the University of Sydney, and particularly of Social Psychology, over most of the fifty years from 1959 to 2008. He taught and co-ordinated Social Psychology courses at all levels.

He was an undergraduate student in Psychology at the University from 1957 to 1960, a Tutor and then Teaching Fellow from 1961 to 1968, a Lecturer and Senior Lecturer from 1973 to 2003, and an Honorary Senior Lecturer from 2003 to the present time (2022). After completing his PhD degree in 1968, during the four years from 1969 to 1972 he worked at other universities, both overseas and in Australia: Ohio State University and Pennsylvania State University in the United States, the University of Keele in the United Kingdom, and Macquarie University in Australia.

Among his principal administrative positions most relevant to teaching within the Department of Psychology (later the School of Psychology), he was a member of the Department's Teaching Committee from its inception in 1977 until his retirement in 2003, holding the position of Convenor for most of those years to 2000, and was Associate Head of School (Teaching) from 1997 to 2000. He was the co-ordinator of the Second- and Third-Year Social Psychology courses from 1973 to 2003. Additionally, he was Academic Co-ordinator of the whole of Psychology 2 and 3 from 1989 to 1994, Co-ordinator of the Diploma in Arts and its successor the Graduate Diploma in Psychology from their inception in 1989 to 2003, of Non-Degree Studies for the same period, of the Bachelor of Psychology degree from its inception in 1996 until 1999, and of the Study Abroad Program from 1995 to 2003. He was also a member of the Head of Department Advisory Committee from 1995 to 2003 and Acting Head of Department in November 1998. He also served on many Faculty committees.

Among many activities within the wider Social Psychology community, he was editor of the *Directory of Australian Social Psychologists* from its inception in 1973 until it ceased print publication in 1994, and he organized the 5th Annual Social Psychology Conference held at the University of Sydney in 1976.

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## **PREFACE: A PERSONAL PERSPECTIVE**

The Department of Psychology (later known as the School of Psychology) at the University of Sydney was a major part of my life for most of the more than 50 years from 1957 to 2009. I was an undergraduate student from 1957 to 1960, then a staff member as a Tutor and later as a Teaching Fellow from 1961 to 1968. I worked at other universities in the United States, the United Kingdom and Australia for the four years from 1969 to 1972, before returning to the University of Sydney in January 1973 as a Lecturer, later Senior Lecturer, and currently as an Honorary Senior Lecturer. Consequently, I have first-hand knowledge of most of this period and am now in a position to look back over all those years to write a history of the teaching of Social Psychology at the University of Sydney, from my own memories and from the extensive collection of original documents I still hold.

I have attempted to document here information about the teaching of Social Psychology during the period 1959 to 2008, organized in the context of the staff, the students, the faculties, the degrees, the structure and content of the courses, and the various factors influencing change. I have attempted to trace changes over time through content analyses of topics covered in syllabi, examinations and in textbooks. In addition, I have attempted to document links with Social Psychology beyond the Department. There is inevitably a small amount of repetition of information between some chapters, but this allows each chapter to be relatively self-contained.

There was a name change from the Department of Psychology to the School of Psychology in the early 2000s. I have generally used the term applying at the relevant time.

Because of my close involvement, I am inevitably writing from my own perspective. However, I have attempted to write as objective an account as possible.

I would like to gratefully acknowledge and thank the current Head of School, Professor Frans Verstraten, for his continuing support of this project.

### **MY FIRST CONTACT WITH THE PSYCHOLOGY DEPARTMENT AS AN UNDERGRADUATE STUDENT, 1957 to 1960**

As a student in Psychology I in 1957, what appealed to me most, in addition to the subject matter, were the weekly one-hour tutorials in a class of about 30 students, with work to be handed in for assessment each week. In contrast, the English and History Departments offered only a few tutorials per term, so the Psychology Department provided more regular contact.

I continued in the Honours stream to Psychology II in 1958 then Psychology III in 1959. At this time, the "Honours" course was separate to the "Pass" course and carried twice the weight of the Pass course towards the degree. I continued to Psychology IV (Honours) in 1960. There were about 12 day students in Psychology IV that year.

In 1959, I had my first contact with Social Psychology as one of the components of the Psychology III (Honours) year. The following year, 1960, I was the only student to choose a topic within Social Psychology for my Empirical Research Thesis, with **Phil Sutcliffe** assigned as my supervisor. As there were no separate Psychology IV (Honours) Seminars in Social Psychology in 1960, I attended the Psychology III tutorials in Social Psychology, taken that year by **Mary Nixon** as the Tutor, although Social Psychology was not her major area of interest.

## **JOINING THE PSYCHOLOGY DEPARTMENT AS A TUTOR IN 1961**

At the end of my Honours year in 1960, I accepted a Tutorship in the Sydney Department, commencing on 1<sup>st</sup> February 1961. Tutorships and Teaching Fellowships were one-year renewable temporary appointments. They were usually renewable while working towards a higher degree, typically as a Tutor if working towards a Master's degree, or as a Teaching Fellow if working towards a PhD. The two other Tutors appointed with me in 1961 were **Liz Fell** and **Jan Griffiths**, both Pass graduates who had completed the Psychology III (Pass) course with merit. Two Teaching Fellows already on staff whom I recall were **Diana Stern** and **Margaret Austin**. Other Tutors in the following years I recall were **Anne Hurst**, a Melbourne University graduate, **Judith Sturdy**, a Sydney graduate, and three from New Zealand: **Barry Frost**, **Barry Kirkwood**, and **Malcolm Tennant**. **Mary Westbrook** and **Bill Hopes** were Senior Tutors in charge of co-ordination of Psychology I, and later **Pat Lahy**.

In my first year as a Tutor in 1961, my teaching load was four First Year tutorial groups, meeting for one hour each week. Teaching Fellows had a slightly reduced load, taking three groups, or equivalent. Full-time graduate students on a scholarship typically took one tutorial group. With around 30 students in each of my four groups, I tutored a total of around 120 students. Apart from preparation, a major duty outside of class was marking the practical reports that students submitted in most weeks. These were clearly laid out in a book "Practical Worksheets for Psychology 1", compiled by the Department.

As a Tutor, I was also responsible for administrative duties, including printing multiple copies of material for students on the gestetner machine (which involved fitting stencils to the inked pad and trying to avoid getting black ink on my clothes!) or on the fordigraph machine that produced purple coloured print that could fade over time if exposed to light! I remember having to go on one occasion to the city to buy more spirits for the machine. Other duties included clearing the "Late Work" box, and, at the end of the year, hand scoring multiple-choice examinations with an over-layer card for all Psychology I students. The early 1960s were the days when students in Medicine, Pharmacy, Engineering, Science and other faculties included Psychology I as a subject. There were about 1,000 students overall, so it was a lot of work even shared with one other tutor. There were also essay exams to mark. Overall, I found the job of Tutor was very much full time.

## **MY FIRST INVOLVEMENT IN TEACHING SOCIAL PSYCHOLOGY**

In my second year as a Tutor in 1962, the number of my First-Year groups was reduced and I was invited to take on tutoring in the Social Psychology (Evening) course within Psychology III. Phil Sutcliffe took the lectures, and I took one of the two tutorial classes. This marked the beginning of my 47-year career teaching Social Psychology.

By 1963, I started taking some lectures as well as a tutorial class. Phil Sutcliffe was still listed as the lecturer for the Social Evening course and John Maze for the Day. In 1964, I was appointed as a Teaching Fellow and taught exclusively Third Year Pass Evening students in the Social Psychology course. I began taking all the Evening lectures in Social Psychology (on Mondays 5.15 to 6.15pm) and both tutorial groups, while Phil Sutcliffe still oversaw my teaching.

My teaching duties continued that way up to 1968. Beginning that year, there was a major overall structural change to Third Year teaching. Social Psychology became a core course taken by all Third-Year students, in one term rather than over the whole year as previously. New staff at the level of Lecturer or higher had been appointed in recent years and gave the lectures. I took several tutorials.

## ENROLLING FOR A HIGHER DEGREE

At the same time as becoming a Tutor in 1961, I enrolled for a Master of Arts (Honours) degree, with Phil Sutcliffe continuing to be my supervisor. Phil interested me in a topic on the recovery of accurate information by interview and questionnaire techniques. In exploring the relevant literature on interview techniques, I cast my net widely, including “brainwashing” techniques used by the Chinese Communists on prisoners of war during the Korean War, by the police interviewing suspects and obtaining confessions, by Psychology clinicians and counsellors, and by radio and television interviewers. At Phil’s suggestion I went to see **Bob Sanders**, at that time a well-known ABC TV presenter, about interviewing in the media. I subsequently wrote a review of this literature as an unpublished manuscript.

Having made some progress but with seemingly insuperable challenges ahead in researching the topic, I changed to a more promising topic at the beginning of 1964, and my candidature was converted to a PhD.

## MY ROOMS

When I commenced as a Tutor in February 1961, I was allocated a shared room on the 4<sup>th</sup> floor of the Mungo MacCallum Building, which at that time was a brand-new building completed in the latter part of 1960. By 1963, accommodation was already in short supply, and I was allocated a shared room in the newly built Carslaw building. It was constructed as a Science building, but in the initial years when not all the space was needed by Science, it was also used for overflow staff from some other departments. It was not until 1968 that I returned to a shared room on the 5<sup>th</sup> floor of the Mungo MacCallum Building, assisting in the co-ordination of Second- and Third-Year Psychology.

A set of photos I took in the early 1960s documents something of the physical appearance of the University in this period. (See Appendix 1)

## OVERSEAS 1969 to 1972

I completed my PhD by the end of 1968. With an academic career foremost in mind, I took the next step usual in those days of gaining experience overseas. I spent the next three years, first in the United States where I was a Post Doctoral Scholar in the Social Psychology Program at Ohio State University (February – June 1969), then to a one-year appointment as an Assistant Professor in the Department of Psychology at Pennsylvania State University (September 1969 to June 1970). That position had become available while prominent Social Psychologist Carolyn Sherif was on Sabbatical Leave. The following year, I accepted a one-year appointment in England as a Lecturer in Psychology at the University of Keele, again a position that became available while a staff member was on leave.

While I had two offers of tenured lectureships in the UK, my wife and I wanted to return to Australia. In 1972 I accepted a temporary position in the School of Psychology at Macquarie University before taking up a tenured lectureship at Sydney University in January 1973.

## MY RETURN TO THE UNIVERSITY OF SYDNEY IN 1973

I commenced as a Lecturer in the Department of Psychology at the University of Sydney on 2<sup>nd</sup> January 1973 and stayed there for the rest of my career. I replaced **Leon Mann**, who had joined and then left the Department while I’d been away, moving to a Professorship at Flinders University in South Australia.

For the next thirty years until my formal retirement in July 2003, I, with two colleagues, **Alan Craddock** and **Michael Walker**, had major responsibility for the teaching of Social Psychology in the

Department. Then for the next six years up to 2009, I continued to be actively involved in teaching Social Psychology and in student supervision as an Honorary Senior Lecturer.

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29<sup>th</sup> April 2022

## CHAPTER 1. INTRODUCTION AND THE STAFF MEMBERS WHO TAUGHT SOCIAL PSYCHOLOGY

I was an undergraduate student from 1957 to 1960. That was the era in which there were separate Pass and Honours classes in Psychology II and III. A student could choose to follow the Honours stream if they had obtained a Credit result or better in Psychology I. In most of these years, separate Social Psychology courses were offered in the Pass and Honours streams in Third Year. Honours stream students sat for both the “Pass” examination and a separate “Distinction” examination. The Third Year Pass course was taken by **John Maze** for Day students and by **Phil Sutcliffe** for Evening students.

Social Psychology could be chosen as a “Special Field” in Psychology IV (Honours) Fourth Year. That area appealed to me because of its more applied nature. I was a student in Psychology IV Honours in 1960, and I think I was the only student out of about twelve in Psychology IV that year who chose Social Psychology. For that reason, no Psychology IV “Special Fields” Seminars were held in Social Psychology that year, and I attended the Psychology III Day tutorials taken by **Mary Nixon**. (I think she was a Senior Tutor at that time and left the Department at the end of that year.) A separate exam was prepared for me. **Phil Sutcliffe** was appointed as supervisor for my Psychology IV Empirical research and suggested the topic testing the hypothesis postulated by eminent French social theorist Emile Durkheim many years earlier that people living in more highly dense areas of a city are more socially isolated. Dr Sutcliffe’s principal interest was in Statistical Design and Analysis, but he also had an impressive background in Anthropology and Sociology. In fact, he later told me that at one stage he had considered Anthropology as his career path, but ultimately he had opted for Psychology.

I successfully completed my empirical thesis under Dr Sutcliffe’s expert supervision. This counted for 40% of the final mark, another 40% made up from a Theoretical thesis. **Yvonne Mortimer** was allocated as my supervisor of the latter, but Dr Sutcliffe suggested the topic. In it, I examined the nature of the experiment and the survey in Social Psychology. Dr Mortimer was a newly arrived Lecturer in the Department, from the UK. I’m not sure what her specialty was, but it was not Social Psychology.

At that time, the Department had a strong emphasis on experimental laboratory research and theory, influenced considerably by the then Head of Department, **William (Bill) M. O’Neil**. Some of the staff at that time were in Perception (**Bill O’Neil** and **Ross Day**), Learning (**Dick Champion**), Clinical Psychology (**Gordon Hammer**), and Theory (**Bill O’Neil** and **John Maze**). John Maze also had an interest in Social Psychology constructs – he had written a seminal paper on the nature of attitudes. **Jack Radcliffe** was a statistician and had come from a background in Psychological Testing. **Phil Sutcliffe’s** interests were in Psychological Measurement and Statistics, as well as Social Psychology.

Until the late 1950s, the PhD was not a degree available at Sydney University, so it was normal then that a Master of Arts was the highest degree held by staff who had been students in the Department. Phil Sutcliffe was the only one of the staff at this time to undertake a PhD degree, which he completed in the area of Hypnosis while employed full time in the Department.

At this time, at other Australian universities there were only a few staff whose main field of interest was Social Psychology. I knew only of **Sam Hammond** and **Oscar Oeser** at the University of Melbourne, **Cecil Gibb** at the Australian National University, and **Norm Feather** at the University of

New England. Sometime later, **Laurie Brown** came to the University of New South Wales from New Zealand.

Following completion of my Honours year in Psychology in 1960, I was appointed as a Tutor in the Sydney University Psychology Department in 1961, and, from 1964, as a Teaching Fellow. In my first years I took First Year tutorials, and from 1962 I also began assisting Phil Sutcliffe in teaching Social Psychology to the Psychology III (Pass) Evening class, gradually increasing my involvement in the teaching of that course in the following years. (See Chapter 6 “Third Year”)

In 1961, **Dick Thomson** was appointed as a Lecturer. He had been a student in the Sydney Psychology Department at the same time as **Dick Champion**, and now joined the Psychology Department coming from a job in Market Research at the ABC in Melbourne from 1956 to 1958 and the Department of Audio-Visual Aids at the University of Melbourne from 1958 to 1961. He was appointed to teach in Differential Psychology (also called Individual Differences), but his background also gave him an interest in Social Psychology. So by 1961 there were three staff members (at the level of Lecturer or above) with a secondary interest in Social: Phil Sutcliffe, John Maze and Dick Thomson. In 1965 that expertise was expanded with the appointment of **John Dawson** as a Senior Lecturer. John’s principal research interest was in Cross Cultural Psychology and he came most recently from a Lectureship in the Department of Anthropology at the University of Edinburgh. The following year, 1966, **John Berry**, a Canadian, was appointed. His main interest was also in Cross Cultural Psychology. With these new appointments, the teaching of Social Psychology expanded.

However, during 1967, John Dawson left the Sydney Department to take up the position of inaugural Professor and Head of the Department of Psychology at the University of Hong Kong. **Allan Bordow**, who had recently graduated from Colorado State University, was appointed in 1968 as a Lecturer. His principal interest was in Industrial Psychology, but he also taught Social Psychology.

So by 1968, there were five staff members at the level of Lecturer or above, who had an interest in Social Psychology, although not necessarily their main interest: Phil Sutcliffe, John Maze, Dick Thomson, John Berry and Allan Bordow. But Phil Sutcliffe had ceased teaching Social Psychology courses by 1964, and it is likely that John Maze had too by 1968. That left Dick Thomson, John Berry and Allan Bordow as the staff appointed as Lecturer or above teaching Social Psychology classes.

I had been the only PhD student in Social Psychology up to the mid-1960s, but with these new staff appointments, other PhD students commenced in Social. Two I particularly remember were **Sue Kippax** (with an interest in Attitudes, supervised by Dick Thomson) and **Lynn Segal** (with an interest in Cross Cultural Psychology, supervised by John Dawson). There were possibly others. Sue subsequently went to Oxford for post-doctoral work, then returned to Macquarie University in 1972 where I think she stayed throughout her career. I don’t know what happened to Lynn Segal, but I think she may have had a successful academic career overseas.

I completed my PhD by the end of 1968 and spent the next three years working at universities in the United States and England. I first had a six-month post-doctoral appointment in the Social Psychology Program of the Department of Psychology at Ohio State University, Columbus, Ohio. That was followed by a ten-month appointment as Assistant Professor in the Psychology Department, Pennsylvania State University. There I taught courses in Social Psychology and Introductory Psychology, as I also did in my following twelve-month appointment as a Lecturer in the Department of Psychology at the University of Keele, Staffordshire, in the United Kingdom.

Returning to Australia in April 1972, I spent nine months in a temporary position in the School of Behavioural Sciences at Macquarie University, before taking up appointment to a tenured Lectureship in Psychology at Sydney University from 2<sup>nd</sup> January 1973.

By the time I returned to Sydney University, John Berry and Allan Bordow had moved on. John Berry went as an Associate Professor at the University of Kingston in Canada in 1969. Allan Bordow went to the University of New South Wales, in, I think, the School of Business Management in 1970. By 1973, he was a Research Fellow at the Research School of Social Sciences, at the Australian National University (as listed in the *Directory of Australian Social Psychologists* 1<sup>st</sup> edition, September 1973).

**Leon Mann** had been appointed as a Senior Lecturer in January 1971. While Leon was there, I understand (from personal communication with Phil Sutcliffe) that he had been one of the main advocates for a new structure of the Options in the Third-Year course. But he, too, had moved on by March 1972, to Flinders University in South Australia to join one of the most prominent Australian Social Psychologists at that time, Norm Feather.

That left Dick Thomson as the main senior staff member teaching Social Psychology in 1972. However, John Maze would have also been helping teach that year.

When I re-joined the Psychology Department as a Lecturer in January 1973, Dick Thomson and I were the principal staff members assigned to teach Social Psychology. Social was by then a major subject within Third Year, taken by many students (see details in Chapter 6 “Social Psychology in Third Year”). But at the very beginning of the term, Second Term, Dick Thomson unexpectedly died at the age of only 51, having suffered from asthma for many years. However, there was another staff member, junior at the time, whose main area of interest was in Social Psychology: **Alan Craddock**. At very short notice, Alan stepped in to take Dick’s lectures. Alan had come into the department in 1968 as Phil Sutcliffe’s Research Assistant, and as a PhD student under Phil Sutcliffe’s supervision. By 1973, Alan was Senior Tutor in charge of First Year Psychology. In the years I was away from Sydney, he is likely to have begun taking tutorials in Social Psychology.

The following year, 1974, **Michael Walker** was appointed as a Lecturer, replacing Dick Thomson. For the next 34 years, Alan, Michael and I were the three lecturers responsible for the teaching of Social Psychology at the University of Sydney.

Financial considerations were always important for retaining and expanding existing staff positions. A document dated 11<sup>th</sup> November 1985, headed “Quinquennial Planning in the area of Social Psychology” was submitted by the then three staff members in Social (Alan, Michael and me) at the request of the then Head of Department, Professor Phil Ley. It presented justification for retention of the three existing positions plus the need for a fourth staff position at the level of Lecturer. It set out course currently staffed:

Psychology I: 9 lectures X 6 classes

Psychology IIB and III: Major Option: annual about 280 students

Psychology III Minor Options: “Social Interaction” and “Environmental Psychology”, each about 100 students annually.

Psychology IV: Supervision of Research Projects, annually about 9 students, being more students than any other single area.

MA (Pass): Annually about 20 students in the course, and supervision of group research projects

Postgraduate Supervision and seminars: 4 PhD students, 3 MA (Honours), 3 MA (Pass) Plan A by research.

The document noted that other staff were already assisting in Psychology IV and MA (Pass) supervision in Social Psychology; that John Maze who supervised some Theoretical Theses in Social Psychology would be retiring in the quinquennium; and that student interest in Social Psychology continued to grow. It was argued that an additional staff member would allow existing staff to offer additional courses: Alan Craddock “Foundations of Marriage and Family Counselling” as a Psychology III Minor Option and Brian Crabbe “Social Science Research Methods” within the MA (Pass) course, very relevant to many research projects within that degree.

However, financial constraints were such that it was still many years before an additional appointment was made.

**Fiona White**, who had completed her PhD in the Department in 1997, was appointed to a Lectureship in Personality in 2002 and also began lecturing in Social and Developmental Psychology.

Following my formal retirement in July 2003, **Lisa Zadro** was appointed as a Lecturer in Social Psychology in 2005. She had just completed a PhD in Psychology at the University of New South Wales. She remained in the Psychology Department for ten years, until 2015.

The following is a more detailed summary of the principal staff members teaching Social Psychology courses within the fifty-year period covered in this History. A Summary Table 1.1 gives further details, with thanks to the University Archivist for additional information.

#### **TENURED MEMBERS OF STAFF TEACHING SOCIAL PSYCHOLOGY IN THE DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF SYDNEY, IN THE FIFTY-YEAR PERIOD 1959 TO 2008**

##### **JOHN PHILIP (PHIL) SUTCLIFFE**

Phil was born in May 1926. He completed a double Honours degree in both Psychology and Anthropology, graduating Bachelor of Arts (Honours) with the University Medal in Psychology IV (Honours) in 1949 from the University of Sydney. He told the author that he was faced with the choice of a career in either Anthropology or Psychology, and he decided on Psychology. Naturally, one of his interests within Psychology was in Social Psychology and particularly in cultural aspects. He joined the Department of Psychology, University of Sydney in 1949, first as a Demonstrator/Teaching Fellow, then as a Temporary Lecturer, and was appointed as a Lecturer in 1953. During this time, he completed his Master of Arts (Honours) degree at the University of Sydney, graduating in 1954 also with the University Medal, and Doctor of Philosophy in 1959.

In the 1950s and early 1960s, he taught the Third Year Social Psychology Evening class. But by the mid-1960s he no longer taught Social Psychology courses, rather Statistics and Research Methodology and, later, Cognitive Processes.

As previously mentioned, up until the late 1950s all staff who had graduated from the University of Sydney Department held no higher than a Master’s degree. Phil was the first tenured senior staff member who was a graduate of the University of Sydney to hold a PhD. His research submitted for his PhD was in the area of hypnosis. Phil was appointed a full Professor in 1966. He retired in 1991, after which he remained active as an Emeritus Professor. In this period, he completed work for a Doctor of Science degree, which was awarded posthumously in 2000. He died in 2000 at the age of 74.

### **JOHN ROBERT MAZE**

John was born in 1923. He graduated BA (Honours) in Psychology in 1951, after which he was appointed as a Temporary Lecturer in the Department from 1951 to 1956. During this time, he also graduated MA (Honours) in 1954. He was appointed as a Lecturer in the Sydney Department in 1956, later progressing to Associate Professor in 1984. John's principal interest was in Theory and the History and Philosophy of Psychology. However, he was also interested in attitudes and had published a highly regarded article in that area.

In the 1950s and much of the 1960s, John taught the Third Year Social Psychology Day class. With the appointment of new staff in the area of Social Psychology in the late 1960s, thereafter John's principal teaching was in History and Philosophy of Psychology courses. One of his interests was in Freudian Psychology, and, much to the interest of students, in the 1960s he would frequently be invited by the student Psychological Society to give a Freudian analysis of a film (for example *The three faces of Eve*) following its showing.

John retired in 1986 and died in 2008.

### **RICHARD (DICK) JAMES THOMSON**

Dick was born in 1922. He graduated BA with Honours from the University of Sydney in 1947 and the Diploma in Education in 1948. Prior to joining the Department of Psychology, Dick worked in the Audience Research Division of the Australian Broadcasting Corporation in Melbourne from 1956 to 1958 and as Senior Research Officer, Department of Audio-Visual Aids, University of Melbourne from 1958 to 1961. He graduated MA (Honours) from the University of Sydney in 1960 and was appointed as a Lecturer in the Psychology Department in 1961. He taught initially in the area of Individual Differences and from the mid-1960s in Social Psychology. His principal area in Social Psychology was attitudes, communication and the mass media. He was appointed Senior Lecturer in 1966. Dick died in 1973 at the early age of 51.

### **JOHN LEWIS MERVYN DAWSON**

John was born in Sydney in 1930 and graduated BA (magna cum laude) from the University of California, Los Angeles (UCLA) in 1951. He was awarded a PhD from Oxford University in 1963, and then appointed as a Research Lecturer, in the Department of Social Anthropology, University of Edinburgh, before joining the Department of Psychology at the University of Sydney in 1965 as a Senior Lecturer. His major interest was in Cross Cultural Psychology, having previously carried out research in Africa. He left the Psychology Department in 1967 to take up an inaugural Professorship at the University of Hong Kong where he was Head of Department. It has been reported that "he was one of a small group there who lifted the University of Hong Kong from being a largely teaching institution to one recognized internationally in research and scholarship. While in Hong Kong, he was instrumental in proposing and then hosting in 1972 the inaugural meeting of what became the International Association of Cross-Cultural Psychology. He was the first Secretary General and later its President. He retired in the mid-1980s to Kingswear in Devon in the U.K. and died in Torbay Hospital on 29<sup>th</sup> December 1987, aged 57. (Reference: [zoologyweblog.blogspot.com](http://zoologyweblog.blogspot.com)).

### **JOHN W. BERRY**

John was born in 1939. He was a Canadian citizen, graduating from Sir John Williams University, Montreal, in 1963. He obtained his PhD at the University of Edinburgh in 1966 and was appointed as a Lecturer in the Psychology Department at the University of Sydney that same year. His principal area of interest was in Cross Cultural Psychology, including interests in stereotypes and national

character. In mid-1969, he left the Sydney Department to return to Canada where he took up the position of Associate Professor at the University of Kingston, Ontario.

### **ALLAN MATTHEW BORDOW**

Allan was born in 1940. He was an American citizen, graduating BS at the University of Wisconsin in 1962 and MA from the Teachers College, Columbia University in 1963. He then went on to obtain his PhD from Colorado State University, Fort Collins in 1967. He was working as a Research Assistant at Colorado State University prior to his appointment as a Lecturer in the Department of Psychology, University of Sydney at the beginning of 1968. Allan's main interest was in Industrial Psychology, specifically in organizational communications and the Social Psychology of organizing (as stated in the *Directory of Australian Social Psychologists* 1973). He left the Sydney Psychology Department in 1970 to take up a position in the School of Business Management at the University of New South Wales.

### **LEON MANN**

Leon was born in 1937. He graduated BA (Honours) in 1961 and MA in 1962, both from the University of Melbourne. He then went on to complete a PhD at Yale University in 1965 and he was an Assistant Professor of Social Psychology at Harvard University prior to taking up appointment as a Senior Lecturer in the Department of Psychology, University of Sydney, on 15<sup>th</sup> January 1971. However, Leon stayed in the Sydney Department for only 14 months, resigning on 31<sup>st</sup> March 1972 to take up the position of Professor at Flinders University in Adelaide, to join eminent Social Psychologist Professor Norman Feather there. Leon's research interests (as stated in the "Directory of Australian Social Psychologists" 1973), were in Collective behaviour, Decision making, Social Influence, Pro social and Anti-social behaviour, Research methods in Social Psychology and Cross-Cultural research.

### **BRIAN DAVID CRABBE**

Brian was born in Sydney in 1939, graduating BA with Honours in Psychology at the University of Sydney in 1961. He was a Tutor in the Psychology Department from 1961 to 1963 and Teaching Fellow from 1964 to 1968. From 1961 to 1963, he taught First Year tutorial classes. From 1962, he also taught tutorials class in the Third Year Social Psychology Evening course, and from 1963 began lecturing in that course. He completed his PhD in 1968, following which he left for overseas to gain further experience, holding short-term appointments as a Post-Doctoral Scholar in the Social Psychology Program at Ohio State University, Columbus, Ohio; Assistant Professor in the Department of Psychology, Pennsylvania State University and Lecturer in the Department of Psychology at the University of Keele, Staffordshire, in the United Kingdom. On his return to Australia in April 1972, he spent nine months at the School of Behavioural Sciences at Macquarie University, before returning to the University of Sydney on 2<sup>nd</sup> January 1973, first to a Lectureship, then from 1980 a Senior Lectureship. He formally retired on 10<sup>th</sup> July 2003, becoming an Honorary Senior Lecturer. He continued teaching until 2008 and remained as an Honorary in the School until 10<sup>th</sup> July, 2022. Brian's principal areas of interest were in Interpersonal Relationships, Environmental Psychology and Field Research Methods.

### **ALAN EDWARD CRADDOCK**

Alan was born in Wales, United Kingdom in 1943, graduating BA with Honours in Psychology at the University of Sydney as an Evening student in 1968. He was then appointed as a Research Assistant for Dr Sutcliffe from 1968 to 1969 and as a Tutor from 1970 to 1971. From 1971 to 1974 he was a

Senior Tutor and from 1975 to 1978 a Principal Tutor, having responsibility for the administration of the Psychology I program, while enrolled as a PhD candidate. He began lecturing in the Social Psychology Third Year course in 1973 following the death of Dick Thomson. Alan was appointed as a Lecturer from 1979 following the completion of his PhD, and as a Senior Lecturer from 1984. Following his formal retirement in 2008, he became an Honorary Senior Lecturer in the School, continuing to carry out research but did not do any more teaching. Alan's principal interests were in Marriage and the Family, Close Relationships, Personality Theory, and in Counselling Psychology. He died in August 2020 at the age of 78.

### **MICHAEL BRUCE WALKER**

Michael was born in Western Australia 1942. He graduated BSc from the University of Western Australia in 1963, majoring in Mathematics, and was initially employed by the Government of Australia in Defence at Woomera in South Australia. He returned to the University of Adelaide to study Psychology where he obtained a BA (Honours) in 1970. Subsequently, he completed a D.Phil at Oxford University in 1974. He was a Lecturer at the University of St Andrews, Scotland from 1972 to 1974, before joining the Sydney Psychology Department in 1974 as a Lecturer, replacing Dick Thomson. He progressed to Senior Lecturer in 1982, and to Associate Professor in 2007. Michael's principal interests were in Social Skills and Non-Verbal communication, Game Theory and Problem Gambling. He also won an award for Excellence in Teaching. He remained in the Psychology Department until his death in 2009 at the age of 67.

### **FIONA WHITE**

Fiona was born in Colombo, Sri Lanka in 1968. She graduated with a BA Honours (1990) and a PhD (1997) in Psychology at the University of Sydney. After holding academic positions at the Universities of Newcastle (1996-1998) and Western Sydney (1998-2002), Fiona re-joined the Sydney Psychology Department as a Lecturer in 2002. Her initial appointment was in the area of Personality, but she subsequently broadened her teaching to Social and Developmental Psychology. Her principal areas of interest were in identifying predictors of prejudice, its maintenance, and developing effective social-cognitive interventions (intergroup contact, E-contact, dual identity recategorization) to reduce prejudice. She has also carried out extensive research on the effectiveness of methods of teaching psychology. Fiona was appointed as a Senior Lecturer in 2005, Associate Professor in 2011 and Professor 2015, and remains active in the Psychology Department today.

### **LISA ZADRO**

Lisa was born in Sydney in 1976. She graduated with a BSc Honours (1997) and a PhD in Psychology (2004) at the University of New South Wales, where she was a Tutor (1998-2005) and Research Associate (2004-2005). She joined the Sydney Psychology Department in 2005 as a Lecturer, in the position previously held by Brian Crabbe. She became a Senior Lecturer in 2010. Her principal research interest was in ostracism (being excluded and ignored), focusing on the psychological, behavioural and health-related consequences of ostracism. She received several awards for excellence in teaching: Social Psychology Network Action Teaching Award (2006), Faculty of Science Citation for Excellence in Teaching in the School of Psychology (2010) and University of Sydney Lecturer of the Year, awarded by unijobs.com.au Lecturer of the Year Initiative (2011-2014). Lisa left the Psychology Department and academia in 2015 to become a writer in the United States.

**TABLE 1.1 TENURED STAFF MEMBERS WHO TAUGHT SOCIAL PSYCHOLOGY IN THE PSYCHOLOGY DEPARTMENT, UNIVERSITY OF SYDNEY, WITHIN THE FIFTY YEARS 1959 TO 2008**

NAME	Year of birth	1 <sup>st</sup> Degree, Univ & Year	2 <sup>nd</sup> Degree, Univ & Year	PhD, Univ & Year	Year and level of 1 <sup>st</sup> apt to USyd as Lect/SenL	Previous appointments	Highest level at USyd & Year	Year left USyd	Next Univ apt	Year died
John Philip Sutcliffe (Phil)	1926	BA (Hons), Sydney, 1951 (Uni Medal in Psyc IV in 1949)	MA (Hons), Sydney, 1954 (Uni Medal)	Sydney, 1959 DSc (posthumous), Sydney, 2000	Lecturer 1953	Demonstrator/ Teaching Fellow/ Temporary Lecturer, USyd (1949-1953)	Professor 1966	Retired 1991	Emeritus Prof, USyd	2000
John Robert Maze	1923	BA (Hons), Sydney, 1951	MA (Hons), Sydney, 1954	--	Lecturer 1956	Temporary Lecturer, USyd (1951-1956)	Assoc Prof 1984	Retired 31/12/1986	---	2008
Richard James Thomson (Dick)	1922	BA (Hons), Sydney, 1947	DipEd, Sydney, 1948 MA (Hons), Sydney, 1960	--	Lecturer 1961	Research Officer, ABC, Melbourne, (1956-58) Senior Research Officer, Dept of Audio-Visual Aids, University of Melbourne (1958-1961)	Senior Lecturer 1966	Died	---	1973
John Lewis Mervyn Dawson	1930	BA magna cum laude UCLA, 1951	Dip Anthropology, Keble College, Oxford, 1950	Oxford, 1963	Senior Lecturer 1965	Research Lecturer, Dept. of Social Anthropology, Uni Edinburgh	Senior Lecturer	1967	Univ of Hong Kong, 1967	1987

John W. Berry	1939	BA, Sir John Williams, Montreal, 1963		Edinburgh, 1966	Lecturer 1966			1969	Kingston Univ, Ontario, Canada	
Allan Matthew Bordow	1940	BS, Wisconsin, 1962	MA, Columbia Teachers College, 1963	Colorado State, Fort Collins, 1967	Lecturer 1968	Research Assistant, Colorado State University	Lecturer	1970	Business School, UNSW	
Leon Mann	1937	BA (Hons), Melbourne, 1961	MA, Melbourne, 1962	Yale, 1965	Senior Lecturer 1971	Assistant Professor of Social Psychology at Harvard Uni	Senior Lecturer	31/3/1972	Flinders Univ, SA	
Brian David Crabbe	1939	BA (Hons), Sydney, 1961		Sydney, 1969	Lecturer 1973	Tutor/Teaching Fellow, USyd, (1961-1968) Assistant Professor, Pennsylvania State Univ, USA (1969-1970) Lecturer, Keele Univ, UK (1970-1971)	Senior Lecturer, 1980	Retired 2003	Honorary, USyd	
Alan Edward Craddock	1943	BA (Hons), Sydney, 1968		Sydney, 1979	Lecturer 1979	Research Assistant (1968-1969) Tutor/Sen Tut/Principal Tutor (1970-1978) USyd	Senior Lecturer, 1984	Retired 2008	Honorary, USyd	2020
Michael Bruce Walker	1942	BSc (Hons), WA, 1963	BA (Hons), Adelaide, 1970	DPhil, Oxford, 1974	Lecturer 1974	Lecturer, University of St Andrews, Scotland (1972-1974)	Associate Professor, 2007	Died	----	2009

Fiona White	1968	BA (Hons), Sydney, 1990		Sydney, 1997	Lecturer 2002	University of Newcastle (1996-98) Western Sydney University (1998-2002)	Professor, 2015	Continuing	-----	
Lisa Zadro	1976	BSc (Hons) NSW, 1997		NSW, 2004	Lecturer 2005	Tutor, UNSW (1998-2005) Research Associate, UNSW (2004-2005)	Senior Lecturer, 2010	2015	Left USyd to become a writer in the US	

## **CHAPTER 2. THE STRUCTURE OF PSYCHOLOGY COURSES AT THE UNIVERSITY OF SYDNEY**

This chapter covers the overall structure of Psychology courses in the Department of Psychology, the place of Social Psychology within the courses, and major changes over the fifty years from 1959 to 2008. Chapter 3 covers the degrees in which Psychology could be studied and the students. Subsequent chapters document in more detail the place of Social Psychology in the individual academic years.

Over the years, many changes occurred in the structure of courses within the Department of Psychology. These were variously initiated by the Department, by the Faculty of primary affiliation, by the University and by the Australian Psychological Society. The latter sets standards for membership of the Society and for registration of Psychologists to practice in the health systems of the various states of Australia.

Overall, the Psychology course structure was determined by the Department, and the course content by staff in each area. However, particularly in later years, the structure of the courses (length and number of class hours, weight etc) was considerably influenced by the Faculty and the University, and content was influenced by changes the Australian Psychological Society required for membership and, in turn, registration as a Psychologist in New South Wales.

To a lesser extent, the content was also influenced when the Department agreed to provide certain areas of Psychology as a service course for other departments, particularly Social Work.

### **THE STRUCTURE OF THE COURSES IN PSYCHOLOGY and SOCIAL PSYCHOLOGY AS AN AREA OF STUDY WITHIN THEM**

When the author became a student at the University of Sydney in 1957, he enrolled as a candidate for a Bachelor of Arts degree. At that time, a Pass degree required completion of nine subjects over three years, each of equal weight regardless of year. They could be four First Year subjects, three Second Year and two Third Year, or three subjects from each year. All courses were a year long, with an undergraduate major in Psychology consisting of Psychology I, II, and III, so representing one third of a student's degree.

At the end of First Year, students obtaining a result of Credit or better in any of their First-Year courses could choose to enrol in the Honours stream in that subject. An Honours subject (eg Psychology II Honours and Psychology III Honours) effectively counted double weight, so requiring seven subjects to be completed by the end of Third Year followed by a Fourth Year in that subject eg Psychology IV (Honours). This effectively meant that, for a student in the Honours stream in Psychology, 55% of the content of the degree in the first three years was Psychology. However, if an Honours stream student did not continue to the Fourth (Honours) year, they would likely not have the nine subjects needed for a Pass degree by the end of their third year and would have to make up the deficiency in an additional year.

In Psychology, separate lectures and tutorials were held for Honours and Pass students in Second and Third Year. Within Psychology III, a year-long course in Social Psychology was taught in the Honours stream and separately to Pass students, the latter taught by John Maze to the Day class and by Phil Sutcliffe to the Evening class, each to their own syllabus highlighting their particular interests.

The author's first-hand knowledge as a teacher in the Social Psychology courses dates back to 1962 when he first began assisting Phil Sutcliffe in teaching the Evening course in Social Psychology in Third Year. At that time, Third Year students in Psychology were required to take General Psychology and one of Abnormal Psychology (Adult), Abnormal Psychology (Child), Social Psychology or Psychology of Educational and Educational Counselling. By 1965, the author gave all lectures and tutorials in the Social Psychology III Evening course, and that arrangement continuing to 1967. The Day and Evening courses remained independent of each other until a major reconstruction occurred in 1968.

The author is unaware of who taught the Honours course in Third Year Social Psychology in the early 1960s, but most likely it was Dick Thomson. Surviving documents show that from 1965 to 1967, newly arrived staff member Dr John Dawson taught the Honours classes.

### **Restructuring of the Third-Year course in 1968**

A restructuring of the Third-Year course took place in 1968. The syllabus consisted of six topics in each of Pass and Honours: "Abnormal Psychology" and "History and Philosophy of Psychology" in Lent Term and "Social Psychology" and "Psychometrics" in Trinity Term. In Michaelmas Term, Pass students studied "Differential Psychology" and "Comparative and Developmental Psychology"; Honours students "Differential Psychology" and "Experimental Psychology (Learning, Perception and Cognitive Processes)". For each topic, students attended three lectures per week and a two-hour tutorial per week. By 1971, "Comparative Psychology" and "Developmental Psychology" were offered as separate topics, requiring Pass students to choose one. Honours students were required to choose one of "Comparative Psychology", "Developmental Psychology", "Learning and Motivation" or "Perception and Cognitive Processes".

Thus, from 1968, Social Psychology was reduced to a one-term course, but it was now taken by all Psychology III students, both Pass and Honours and Day and Evening. Students received the same number of lectures as previously but only one third of the tutorial hours in Social overall. However, all Psychology III students now studied the subject.

By this time, John Maze as well as Phil Sutcliffe had ceased to be involved in teaching the Social Psychology course. John Berry and Dick Thomson gave the lectures while the author's involvement reverted to taking, with others, some of the many tutorial classes in 1968.

### **Introduction of "Major" and "Minor Options" in Third year from 1972**

From 1972, another major restructuring occurred, with a variety of courses referred to as "Major" or "Minor" options.

The Course Information document for 1976 (the earliest document in this period now available to the author) shows that all Psychology III students were required to take "History and Philosophy of Psychology" over all three terms (1 lecture and 1 tutorial hour per week) and Honours students additionally to take "Psychometrics" over the three terms (1 lecture and 1 tutorial hour per week).

Students could then choose from other courses offered, referred to as Major Options (2 lectures and 2 tutorial-practical hours per week) and Minor Options (1 lecture and 1 tutorial-practical hour per week).

In total, there were nine Major Options offered (three each term) and sixteen Minor Options (five or six each term).

In Terms One and Two, Pass students could choose either two major Options **or** one Major and two Minor Options. In Term 3, the choice was one Major Option and One Minor Option, **or** three Minor Options.

In Terms One and Two, Honours students could choose one Major Options and One Minor. In Term 3, the choice was one Major Option **or** two Minor Options.

The **Major Options** offered were Abnormal Psychology, Psychobiology and Visual Perception in First (Lent) Term; Advanced Psychobiology, Developmental Psychology and Differential Psychology in Second (Trinity) Term, and Learning and Motivation, Perceptual Systems and Social Psychology in Third (Michaelmas) Term.

The sixteen **Minor Options** available over the year were as follows. In First Term: Computer Applications "A", Nature/Nurture Controversy, Psycholinguistics, Psychometrics "A", and Social Skills. In Second Term: Cognitive Processes "A", Computer Applications "B", Child Abnormal, Environmental Psychology, Psychometrics "B". In Third Term: Advanced Abnormal Psychology, Advanced Developmental Psychology, Applied Differential Psychology, Axiomatic Measurement Theory, Cognitive Processes "B" and "Psychometrics "C". Some (denoted as A, B or C, or "Advanced") were continuations from a previous term and required the earlier course/s as a pre-requisite.

The major difference for Social Psychology was that is now became again an Optional course, rather than a compulsory course.

John Dawson, John Berry and Allan Bordow had all left the Department, replaced in 1971 by only one new appointee in Social Psychology, Leon Mann. However, he remained in the Sydney Department for only a little over a year during 1971 and left early in 1972. Nevertheless, the author understands that Leon had a strong influence in bringing in the new system consisting of "Major" and "Minor" options. It is likely that Dick Thomson and John Maze taught the Social Psychology courses in 1972.

By 1976, "Social Skills" taught by Michael Walker was the only Minor Option in Social Psychology. Environmental Psychology was not a Minor Option in Social Psychology at that time, then having a Perceptual orientation taught by Irene Edmonds.

### **Discontinuation of the separately identified Honours stream**

In the 1970s, separate tutorial classes for Pass and Honours students continued, but ceased by the early 1980s. After that, at the end of Third Year, any student with at least a Credit average was eligible for entry into the Honours year. Sometime later, because of the large number of eligible students, a quota was applied so that achieving the minimum Honours qualifying mark did not assure entry to Psychology IV (Honours).

### **Semesterization: Change from a three-Term System to a two-Semester system**

A major restructuring of the Psychology courses became necessary when, from 1989, the university decided to adopt a Semester system (2 semesters X 13 or 14 weeks) instead of the previous three-term

system (3 terms X 9 weeks). There were several reasons, which included the following. An academic reason given was that many other universities had switched to a semester system, so cross-university study by students (included giving credit for study completed elsewhere) would be easier. Another reason was that the Federal Government required universities to reduce Study Leave entitlements for staff from one year to six months at any one time (although six months leave could now be taken after three years compared to, previously, one year after six years of service). So being absent from teaching duties for a single semester rather than split across two terms was more efficient. Another reason was that the NSW government had recently changed the school year from three terms to four, so the break in July would give university staff with school-age children the opportunity for mid-year holidays at the same time as their children.

Because the term system provided for 27 teaching weeks in total, and the semester system 28, the Psychology Department chose to designate one week as a non-teaching week.

In Third Year, Social Psychology expanded from one term (9 weeks) to one semester (13 weeks).

### **Faculty of primary affiliation**

Ever since Psychology separated from Philosophy to become a separate Department in 1929 with the appointment of H. Tasman Lovell to the first Chair of Psychology (O'Neil W.M. 1983), Psychology remained as a Department within the Arts Faculty and the students were predominantly Arts students. However, in the mid-1970s, Psychology transferred its main affiliation to the Science Faculty. It still remained available as a subject within Arts and the number of Science students compared to Arts was relatively small. Economics students were also able to do a Psychology major. This change had no direct implication for the structure and content of Psychology courses. (See Chapter 3 for more details.)

### **Devolution**

In the 1990s, funding for individual Departments was “devolved” from the University to the faculties, which received funding based on the number of students. Arts therefore did not receive funding when their students studied Psychology. So later, when Arts were experiencing financial difficulties, there was increasing pressure to limit the amount of Psychology that could be studied in an Arts degree. However, the Arts Faculty recognized they could lose some of their students entirely to another faculty, so Arts students were still permitted to study a full major in Psychology.

### **Introduction of the Bachelor of Psychology degree**

Around the same time, the Psychology Department became keen to attract more school-leavers with a high TER (“Tertiary Entrance Rank” based on their Higher School Certificate results) by introducing a specifically named Psychology degree, particularly as other universities in Sydney had already commenced one. A quota was placed on the number of students accepted for candidature for this degree, so creating more competition and therefore a higher TER necessary for entry. The Bachelor of Psychology degree was introduced in 1996, allowing students to study a larger amount of Psychology than permitted in regular bachelor’s degrees. As a degree within the Science faculty, there was also an interest in attracting school students whose subject preferences were more in Science than Arts, so in addition to the Psychology content for the degree, students were required to study mostly other Science subjects. Thus, the degree was not as appropriate for students who were interested in a Psychology degree but who had more of an Arts orientation.

In Year 1, students were required to take 12 credit points in each of (1) Introductory Psychology, (2) Mathematics, (3) Science units of study in Biology, Chemistry, Computer Science or Physics, and (4) Science, Arts or Economics units of study. In Year 2, 16 credit points in each of (1) Psychology, (2) Science units of study in Anatomy, Histology, Biochemistry, Biology, Computer Science, History and Philosophy of Science, Mathematics, Pharmacology, Physiology, or Statistics, and (3) Science, Arts or Economics units of study, limited to Sociology, Anthropology, Linguistics or Philosophy. In Year 3, either 48 credit points of Psychology or 36 credit points of Psychology plus 12 credit points of Science units of study in the areas listed for Year 2.

### **Separate identification of semester-long courses instead of full-year courses**

Identification of semester-long courses instead of full-year courses occurred from around 1994. There were several reasons for this change, mainly to allow more versatility for students. Teaching of some courses in a Summer Semester was possible, allowing students to more quickly progress towards their degree. The Psychology Department facilitated that by offering a summer course at the First-Year level. Mid-year entry was now also possible. It also meant that if a student failed a course, they no longer had to repeat the whole year of Psychology. However, conversely it also meant that failure in a course that had previously been a component of a larger course (eg Psychology III), could no longer be compensated by better performance in other components.

### **Satisfying requirement of the Australian Psychological Society (APS)**

The Australian Psychological Society (APS) long had their own requirements for admission to membership, and also had considerable influence on the various State Government Health Commission Boards which oversaw the registration of Psychologists, enabling them to practice as Psychologists. The APS held regular reviews of Psychology courses at Australian Universities which sought accreditation.

From 1999, the APS required for membership and registration that, among other things, all ongoing students study a specific minimum amount Social Psychology within their undergraduate degree. The Psychology Department therefore decided to include some Social Psychology within the Second Year Psychology course, where all components were compulsory.

### **Introduction of a Credit Point System and the identification at the University level of separate components of Second- and Third-Year Psychology**

From 1999, the University brought in a “unit value” or “credit point” system, a normal load being 24 credit points in a semester, and 48 credit points over a whole year. However, students could take less than that total if they desired, or, with permission, more than that total. This coincided with the University’s move away from just two semester-long course in each undergraduate year within each department (eg Psychology), to multiple specifically labelled courses. This gave students even more versatility in their choice of units of study, but conversely it also meant even more so that failure in a unit of study that had previously been a component of a larger course could no longer be compensated by better performance in other components.

Psychology chose to have each new unit of study worth 4 credit points, the minimum permitted by the Science Faculty at that time.

### ***Second Year (renamed "Intermediate")***

In Second Year, four courses were devised (two taught in each Semester), identified as PSYC2111, 2112, 2113 and 2114, each worth 4 credit points. All four were required for a major in Psychology, so a total of 16 credit points. This was a third of a full-time load of 48 credit points, corresponding to the old system where a normal load for Pass students was three subjects in each of second and third years.

But having four named courses necessitated putting at least two different subject matter areas, which had been previously taught, within each new course. Additionally, in response to the before mentioned APS requirement that all Psychology majors receive some training in Social Psychology above First year level (now called "Junior" year), it was decided to include some Social Psychology within a 4 credit point course in Second Year where it was compulsory for a major in Psychology. The resulting course was PSYC2113 "Cognitive Processes and Social Psychology". Developmental Psychologists were also keen to be involved, so a small amount of Developmental Psychology was also taught in this course, although not named in the title.

Up until the time the Credit Point system was introduced, the Psychology Department had been administering its own component courses, then combining the result to report a year or semester result for the University recognized course. As mentioned, this had the effect that a student could do poorly in one course but compensate by better performance in another. They could no longer do that. Another effect was that, previously, the specific courses a student took were not identified on their transcript, only eg Psychology 2. Many other universities (particularly American universities) showed specifically named courses on their students' transcripts (eg Social Psychology) which made it easier to give credit for students coming from elsewhere to the University of Sydney to study. Also, prior to adopting the Credit Point system, for Sydney students who wished to study elsewhere, the Department had to consult its own records.

In addition, now it was possible for students to be taking some Second-Year units at the same time as Third year units, as long as prerequisites for individual courses were met.

### ***Third Year (renamed "Senior")***

While 24 credit points of Senior Year Psychology remained the normal requirement for a major in Psychology, from 1999 students were permitted to take up to a maximum of 48 credit points of Senior Psychology if they so desired and their faculty rules permitted. (See document in Appendix 4:7 "Changes to Psychology Units of Study from 1999")

Students could choose from the following Third-Year units. Each varied in their pre-requisites. Some units of study might not have been offered in a particular year, for example if staff were on Study Leave.

PSYC3201 Statistics and Psychometrics

PSYC3202 History and Philosophy of Psychology

PSYC3203 Abnormal Psychology

PSYC3204 Behavioural Neuroscience

PSYC3205 Cognition, Language and Thought

PSYC3206 Developmental Psychology

PSYC3207 Human Performance and Organizational Psychology

PSYC3208 Intelligence

PSYC3209 Learning and Motivation

PSYC3210 Perceptual Systems

PSYC3211 Psychological Assessment and Organizational Psychology

PSYC3212 Social Psychology

Not all units were available each year, due to staff on leave or having left the Department. For example, in 2004, PSYC3207 and 3208 were not offered but the following two units were offered:

PSYC3214 Communication and Counselling

PSYC3215 Cognitive Neuroscience and Neuropsychology

### **Psychology courses increased from 4 to 6 credit points**

From 2006, all Intermediate and Senior Year courses in Psychology increased from 4 to 6 credits points each. For a major in Psychology, students were now required to complete 24 credit points of Intermediate and 32 credit points of Senior Psychology.

The number of lectures in Intermediate Psychology increased from two lectures a week to three. The units of study were now identified as PSYC2011, PSYC2012, PSYC2013 and PSYC2014.

Of Senior Psychology, for a major, students were required to complete at least one of:

PSYC3011 Learning and Behaviour,

PSYC3012 Cognition, Language and Thought,

PSYC3013 Perceptual Systems and

PSYC3014 Behavioural and Cognitive Neuroscience.

The other courses offered were

PSYC3010 Advanced Statistics for Psychology (required for entry to Honours or the GDS),

PSYC3015 Intelligence and Human Reasoning,

PSYC3016 Developmental Psychology,

PSYC3017 Social Psychology,

PSYC3018 Abnormal Psychology and

PSYC3019 Communication and Counselling.

Additionally, HPSC3023 History and Philosophy of Psychology and Psychiatry was offered, administered by a separate HPP unit (History of Philosophy and Psychiatry), and required if a student wished to undertake the Honours Theoretical Thesis option. The number of lectures for each course remained as 2 hours per week, but tutorials increased from 1 hour per week to 2.

### **Move to discontinue Evening lectures**

For a very many years, the Arts Faculty in particular held separate lectures and tutorials in most courses for Day and Evening students. This was most relevant when many Evening students worked in the city and finished work at 5pm, or were school teachers who could reach the university by 5.15pm. So lectures started at 5.15, 6.15, 7.15pm and some tutorial classes finished as late as 9.15pm.

However, by the early 1990s, it was recognized that flexible working hours were accepted by most businesses, and Evening students were mostly no longer confined to attending only in the evening. On 27 May 1992, at a meeting of the Dean of the Faculty of Arts with Heads of Departments or their nominees, (the author attended as Co-ordinator of the Psychology Department's Teaching Committee), most Departments were in favour of continuing Evening classes, but shared a concern for lack of support services from the University. However, at the Arts Faculty meeting of 1 June 1992, the History Department reported that the majority of their Board wanted to discontinue Evening classes. It was recognised that if some other departments did the same, it would no longer be possible to complete an Arts degree in the Evening. The Dean agreed to attempt to seek the support of enough Departments to continue to offer the degree in the evening. The Psychology Department Board met soon after and the author reported to the Dean on 11 June that three quarters of Psychology staff had voted to continue offering classes after 6pm

However, by the mid-1990s, the Arts Faculty had largely backed away from providing Evening classes and separate Day and Evening lectures in Psychology 2 were discontinued. They were replaced by a single lecture in Wallace Theatre (the largest venue then on campus) at 4pm on Mondays and Wednesdays and 5pm on Tuesdays and Thursdays. However, this did not suit some students: especially some day students who, for safety reasons, were not comfortable with beginning their journey home after 6pm in winter, and some Evening students who found 4pm too early.

### **Undergraduate courses designed to meet the needs of Social Work students**

#### ***Psychology IIB***

In 1972, a new course called Psychology IIB was introduced. The regular Psychology II course remained unchanged but was now called Psychology IIA. Neither the Psychology II course nor Psychology IIA included any Social Psychology.

The Psychology IIB course was devised to meet the needs of the School of Social Work who required their students to include only Psychology courses they thought most relevant to the Social Work degree. Other students who wished to study only two years Psychology, were also permitted to take Psychology IIB. The course comprised some components from Psychology IIA and some from Psychology III, and was a terminating course in that students taking it could not proceed to later years of Psychology.

Social Psychology was already a popular option for many Psychology III students, so with the addition of terminating Psychology IIB students, the numbers swelled all the more. It continued that way from then on.

### ***Psychology for Social Work Students***

Around 1991, the Social Work Department wanted their students to study even less Psychology, and to study more courses in Social Work, taught by their own staff. They considered that, even though the Psychology IIB course had been created to meet the needs of their Department, a lot of the content of that course was still not directly relevant to their students' needs. There was now room only for Psychology courses of greatest relevance.

The Social Work Department therefore approached the Department of Psychology seeking a shorter course and one even more suited to their students' specific needs. The Psychology Department obliged by creating a course "Psychology for Social Work Students". In devising this, Brian Crabbe (as Academic Co-ordinator of Psychology IIA/IIB, Co-ordinator of the Social Psychology IIB/III course and lecturer in the course), along with Michael Walker (as a lecturer in the Psychology IIB course), met with Professor Stuart Rees, then Head of the Department of Social Work. Out of several meetings, Michael Walker devised the syllabus for the new course and subsequently was a principal teacher of it.

### ***Psychology IIB without Social Work students***

Now without the need by Social Work students for the Psychology IIB course, some consideration was given to whether it should be discontinued. There was another advantage in its discontinuation in that, in some ways, it had been problematic for other students who had chosen to take it. Some later found that they would like to continue studies in Psychology, but could not immediately do so because it was a terminating course. The only way around that had been for them to take the missing units from IIA and III as a Non-degree student. However, after an extensive survey of First Year students at the end of the year, it was decided that there was a definite need for the course to continue.

However, Psychology IIB was discontinued from 1999 when university re-structuring allowed for individual units of study to be identified at the University level, rather than only Departmental. It was then possible for students not wanting a full major in Psychology to take only the units they desired, as long as pre-requisites and co-requisites for the individual courses were met. They could return later to study other units needed for a Major in Psychology if they so desired.

### **PSYCHOLOGY IV (HONOURS)**

See details in Chapter 8.

### **MASTER OF ARTS (PASS)**

The Master of Arts (Pass) in Psychology was an alternative fourth year course at Pass level that could be taken either as a supervised research project (Plan A) or by coursework (Plan B). Units in the Plan B course included Social Psychology taken over a whole year, with a one-hour lecture and two-hour tutorial/practical class per week. It was taught by Drs Crabbe, Craddock and Walker and extended topics covered in the Psychology III Social Psychology course. (See further details in Chapter 9)

## CHAPTER 3. THE STUDENTS, THE FACULTIES AND THE DEGREES IN WHICH PSYCHOLOGY COULD BE STUDIED

### BACHELOR OF ARTS, SCIENCE or ECONOMICS DEGREES

Prior to the mid-1970s, Psychology was exclusively a Department within the Faculty of Arts, having become a Department in its own right after separating from Philosophy in 1929. While students from some other Faculties could take some Psychology courses within their degrees, Psychology students were predominantly Arts students.

In the early 1960s, students from several Faculties included at least First-Year Psychology in their degree. **Arts** (where Psychology had its principal affiliation at the time), **Science** and **Economics** were the only three Faculties in which students could do a Major in Psychology. However, several other Faculties required their students to study Psychology I. They included **Medicine, Pharmacy, Engineering, Social Work** and **Speech Therapy**. Information on the proportion of students from each Faculty studying Psychology 1 comes from data gathered by the author for his Fourth Year Honours Empirical Research Project in 1960, when he administered a questionnaire to all Psychology 1 students. The question asking students to state the Faculty in which they were enrolled, gives a picture of the wide range of Faculties from which students were then permitted to study Psychology. The percentages that each faculty represented are as follows:

57.7% ARTS

23.1% MEDICINE

11.7% SCIENCE

3.7% PHARMACY

1.9% ENGINEERING

.6% SOCIAL WORK

.6% ECONOMICS

.6% SPEECH THERAPY

However, by the late 1960s, Medicine, Pharmacy, Engineering and likely Speech Therapy had discontinued the requirement that Psychology be included as a subject in their degree. Medicine directly employed a graduate of the Psychology Department, Wendy Walker, to run a Psychology course with content specifically for Medicine students.

Social Work continued to require their students to study Psychology I, but from 1972, a variation of the Second-Year course was devised for them. (See Chapter 5 "Second Year" and Chapter 7 "Other undergraduate courses in Social Psychology".)

Occasionally, ad hoc arrangements allowed some students from other Faculties to study a small amount of Psychology. For example, a few advanced Pharmacy students attended the author's Psychology IV classes on Field Research Methods.

## **Faculty of principal affiliation changed from Arts to Science**

In the mid-1970s, when Professor Dick Champion was Head of Department, Psychology transferred its main affiliation from the Faculty of Arts to the Faculty of Science.

Because of Psychology's use of the scientific methods of enquiry, and now increasingly because some of the subject matter was becoming more closely related to Science (eg Neuropsychology), some staff members believed that Psychology would gain more prestige as a member of the Science Faculty. Becoming a full subject within the Science Faculty also meant students would bring more diversity in their backgrounds and interests. But the main reason Professor Champion was able to convince staff of the wisdom of the move was that it would bring more research money to the Department.

To those less certain about the wisdom of the move, it was clarified that Psychology would also remain a member of the Faculty of Arts, and that Arts students would continue to be able to obtain a major in Psychology. That arrangement continued, although by the 1990s, when the Arts Faculty ran into financial difficulties, more limitations were placed on the number of units of study that Arts students could study in subjects outside the Faculty of Arts.

Although the prime affiliation of Psychology was now with the Science Faculty, the number of Science students compared to Arts students studying Psychology remained relatively small. Economics students were also able to do a Psychology major and even an Honours year, but the number who did so was typically very small.

In 1998, when Professor Stephen Touyz was Head of Department, consideration was given as to whether Psychology should change its Faculty of primary affiliation to the Faculty of Health Sciences. A Working Party, chaired by Dr Crabbe as Associate Head of Department (Teaching), consulted with Psychology Department staff, a letter dated 26<sup>th</sup> May 1998 being sent to staff, setting out some of the pros and cons. Ultimately, the Department elected to stay in the Faculty of Science.

## **Funding Devolution to Faculties**

In the 1990s, university funding was "devolved" to the faculties, part of their income being based on the number of students. The Arts Faculty therefore did not receive funding for the proportional load of their students who studied Psychology. The Science Faculty received that. So within the Faculty of Arts, there was increasing financial pressure to reduce the amount of Psychology that could be studied within an Arts degree. However, possibly because the Arts Faculty recognized they could lose some of their students entirely to another Faculty, Arts students were, at this time, still permitted to study the minimum for a full major in Psychology if they so desired.

## **The number of students enrolled in Undergraduate Psychology courses in 1985/1986**

A glimpse at the number of students enrolled in Undergraduate Psychology courses in the mid-1980s came from University Enrolment records, supplied for an MA research project supervised by the author on "The Decision to study Psychology and continue". A count showed the following totals:

PSYCHOLOGY I: 736 (1985)

PSYCHOLOGY IIA: 298 (June 1986)

PSYCHOLOGY IIB: 139 (June 1986)

PSYCHOLOGY III: 130 (June 1986)

### **BACHELOR OF PSYCHOLOGY DEGREE**

A Bachelor of Psychology degree was introduced in 1996, principally on the initiative of Dr Helen Beh, a member of the Psychology Department and at that time Acting Dean of the Science Faculty. Dr Beh asked the author to be the initial co-ordinator.

The degree was seen to have several benefits to the Science Faculty, to the Department of Psychology and to prospective students. It was aimed at attracting students who were particularly interested in Psychology as a career. It permitted them to study a considerable amount of Psychology within the degree, more than possible in a regular Arts or Science degree. The other subjects required for the degree were predominantly those offered by the Science Faculty, in a desire to attract more students with Science rather than Arts interests. Further, by setting a quota of a low number of students accepted each year, this ensured a high TER threshold that would serve to attract high achieving students. However, the degree was not appropriate for those school leavers wishing to study Psychology but whose interests were more Arts oriented.

### **NON-DEGREE, GRADUATE DIPLOMA IN ARTS and GRADUATE DIPLOMA IN PSYCHOLOGY**

The author was also Co-ordinator for **Non-degree Studies**, the **Graduate Diploma in Arts** and later the **Graduate Diploma in Psychology**.

For many years, students who already held an undergraduate degree from either Sydney University or another recognized university, but who had not previously studied Psychology or had not previously completed a major in it, were able to complete a major in Psychology as a **Non-degree** student. Provided they had completed their first degree within the previous ten years, they were permitted to complete the Psychology courses they had missed.

In 1989, the Faculty of Arts introduced regulations whereby such students could obtain a **Graduate Diploma in Arts** in their chosen subject area. Annual entry to complete a major in Psychology in this way was approximately 50 students. However, in response to pressures to limit the number of fee-free graduate places, the Faculty of Arts introduced a quota in 1992 for Psychology, dropping to zero in 1993 and thereafter. Currently enrolled Diploma students were allowed to continue to completion, but the only way for new students was again through Non-degree study. Dr Crabbe noted in his Report on 7<sup>th</sup> June 1994 that "Telephone and personal enquiries confirmed that there is still strong demand for the course from graduates. Their only alternative is to do Psychology 1, 2 and 3 as non-degree, costing around \$14,000. Few students proceed this way."

However, by the end of the 1990s, the Australian Psychological Society was no longer willing to accept Non-degree study in Psychology for membership, requiring it be offered as a **Graduate Diploma in Psychology**. In a submission to the Faculty of Science dated 16 September 1999, Dr Crabbe, as Associate Head of Department (Teaching), noted that, without such course, Sydney University is likely to lose all Psychology Non-degree students to Macquarie University, and the fees they could have brought (approximately \$8,000 for the full Graduate Diploma at Macquarie). Subsequently, the **Graduate Diploma in Psychology** (known as the **GDP** for short) began in 2000. Students could be given credit for

some of the courses studied in their first degree, but a minimum amount of new units was required. Students requiring, for example, only a small number of units could instead still study them as Non-degree, and that was acceptable to the APS.

## **STUDY ABROAD**

The author was **Study Abroad** Co-ordinator in the Department of Psychology from 1995 until he retired from his full-time position in 2003.

Each year, a relatively small number of Sydney University Psychology students (usually about 20) were granted permission to study at a recognized overseas university and have the courses they successfully completed overseas credited to their Sydney University degree. Similarly, the Sydney Psychology Department welcomed students (up to about 30 per semester) from overseas universities, principally from the United States.

The University of Sydney Psychology Department permitted incoming Study Abroad students to select components within the year-long or semester-long second and third year courses (Psychology II and III) if they so desired, as long as they had the required prerequisites. This fitted the American system where courses in specific subject areas were named as such. Initially, much of the author's time in this role was taken up in assessing applications from overseas students in order to determine if they had the necessary pre-requisites for the subject matter they were seeking to study at Sydney University. Similarly, he assessed the applications of Psychology Department students seeking to study overseas for one or two semesters, determining whether the course content at their chosen overseas university was broadly equivalent to a course at Sydney. Furthermore, when they returned, their overseas result needed to be converted to a result here.

When Sydney University's structure changed to the system of specifically named courses, assessing applications for both incoming and outgoing students became considerably easier. That system also allowed local students to do a mix of Intermediate and Senior Year courses at the same time.

The author produced a "Welcome pack" which included information for overseas students taking Second or Third Year level courses, recognizing that many American students in particular may not have written an Essay or an Experimental Report previously. Also, a designated Librarian at Fisher Library specifically attending to the needs of Psychology students, providing a lot of useful information for the visiting students about use of the library and its resources.

The Acting Dean of Science, Dr Helen Beh, invited the author to attend on her behalf the 47th Annual Conference of the National Association of International Educators (NAFSA), New Orleans, USA from May 30 to June 2, 1995, and the 48th Annual Conference, Phoenix, USA June 4 to 7, 1996. He wrote reports on the conferences, including about sessions that were particularly relevant to Science students.

Within the Psychology Department, the author regularly arranged a lunch for Study Abroad students, with the dual aim of helping them feel more welcome and obtaining feed-back about their experiences, to ascertain if there were any improvements that could be made in the future.

The author also produced a Study Abroad brochure for publicity, principally for the NAFSA conference attended the following year, 1996. He also wrote to all Psychology Department staff to encourage them

to publicize the Department's Study Abroad Program with colleagues overseas with whom they might be in contact.

### **GRADUATE DEGREES AND DIPLOMAS**

Graduate degrees in which Social Psychology could be studied are detailed in Chapter 9. These were: the **Master of Arts (Pass)**, later to become the **Graduate Diploma in Science (Psychology)**, following the three-year Pass undergraduate degree, and the **Master of Arts (Honours)** and **Doctor of Philosophy**, following the four-year Honours undergraduate degree

## CHAPTER 4. FIRST-YEAR PSYCHOLOGY

The author's first experience with Psychology at Sydney University was as a student in Psychology I in 1957. Without any prior experience of the subject at school, and like many other students, he chose Psychology and Philosophy as his third and fourth preferences in First Year, after English and History. He found Psychology particularly appealing because, in addition to the life-relevance of the subject matter, the weekly one-hour tutorials in a class of about 30 students, with work to be handed in for assessment each week, gave closer personal contact with the Department. The accessibility of the tutor, in the author's case Ms Margaret Nicol, a recent graduate from the University of Tasmania, was an advantage. In contrast, the English and History Departments offered only a few tutorials per term.

In 1957, there were three lectures a week and a one-hour tutorial over the whole year. Two textbooks were prescribed. One was an introductory text by Norman L. Munn *Psychology: The Fundamentals of Human Adjustment* Boston: Houghton-Mifflin 3<sup>rd</sup> ed 1956. Munn was then at a university in the United States, but the author understands that he was originally an Australian. A second textbook was a book of readings by Crafts L. E. et al *Recent Experiments in Psychology* New York: McGraw Hill, 2<sup>nd</sup> edition 1950. The tutorials consisted of Elementary Statistics (following a booklet by Professor W. M. O'Neil *Notes on Elementary Statistics in Psychology*) and practical exercises (following a book produced within the Department *Practical Worksheets for Psychology I*).

After completing a Bachelor of Arts (Honours) degree in Psychology, the author was appointed as a Tutor in 1961. The Psychology I course was substantially the same then as in 1957. He took four tutorial classes per week, each of about 30 students, meeting each class for one hour per week. Tutorial content was clearly laid out in the book *Practical Worksheets for Psychology 1*. Preparation, marking 120 reports most weeks, and marking 120 essays at the end of each of the three terms, proved to be a full-time job, even with only four hours per week of face-to-face teaching. Each term, tutors marked essay format exams under the guidance of, and usually with, lecturers in the course. The author and one other tutor were responsible for hand scoring multiple choice exams, using a cardboard template to place over student papers to count the number of items they got correct. It was only much later that computers were used in marking multiple choice exams.

In the early 1960s, the number of Psychology I students was in excess of 1,000. In addition to students from those faculties in which students could major in Psychology (Arts, Science and Economics) and Social Work students who at that time could study three years of Psychology, this number was augmented by students from other faculties who took just Psychology I. They included Medicine, Pharmacy, Engineering, and Speech Therapy. This was most likely due to the success of Professor O'Neil in recommending to these faculties that at least one year of Psychology would be beneficial for their students.

In 1961, the *Practical Worksheets* did not cover any topics in Social Psychology. Rather, they covered only topics in the areas of Perception, Learning and Individual Differences. Specifically, the topics were Visual After-Effects, Negative After-Images, Alternative Figures, Figural After-Effects, Geometrical Illusions, Effect of Angle on Muller-Lyer Illusion, Skin Senses, Colour Phenomena, Colour Zones, Verbal Learning, Meaning and Ease of Acquisition, Length of list and Ease of Acquisition, Retroactive Inhibition, Thinking, Conceptualization, Practice and Instruction in Problem Solving, Set and Problem Solving, Individual Differences, Primary Mental Abilities Tests, The Personal Inventory, Distribution of Scores in

Primary Mental Abilities, Correlation of Scores in Primary Mental Abilities, and Sex Differences in Primary Mental Abilities.

Following the author's return to the Department at the beginning of 1973, and for many years following, he, Alan Craddock and Michael Walker gave lectures in the Social Psychology component of Psychology I. With the Term system, this was initially limited to the last three weeks of Third Term (Michaelmas Term) with a total of nine lectures. With the high number of Psychology I students then, there were typically five or six different lecture streams. Nine lectures at the end of Third Term was less than ideal. The situation improved by the 1980s, when Social Psychology was taught as one lecture per week over the whole of Michaelmas Term.

With the introduction of the Semester system in 1989, Drs Craddock and Walker took the Social Psychology lectures in Psychology I, while Dr Crabbe increased his teaching load in later year courses. In 1994, Dr Walker co-authored an Introductory Psychology textbook.

### **THE SOCIAL PSYCHOLOGY SYLLABUS**

The Social Psychology syllabus typically related to the various Introductory Psychology textbooks used over the years. In the 1970s, the syllabus was a broad introduction to most of the basic Social Psychology topics, which were expanded upon in subsequent courses in Second Year and Third Year. However, there was a risk that some parts may seem repetitious to students in later year courses, so by the 1980s, it was decided to give a more detailed treatment to a lesser number of topics in the First-Year course, and not repeated in later years.

A 1986 document shows that the syllabus then covered: The problems and methods of Social Psychology, Socialization, Group behaviour, Attitudes and Social influence. There were two tutorial sessions in Social, one on Interaction Analysis and the other on Obedience.

In 1988, the Social Psychology component was in First (Lent) Term, and, as for 1986, the tutorial program in Social covered Interaction Analysis (Week 3), and Obedience (Week 8).

The Syllabus for 2004 showed the following Social Psychology content: The nature and scope of Social Psychology; Social Cognition (including Attribution Theory, impression formation); Attitudes and Persuasion; Group Behaviour - intra group (obedience, bystander effect) and inter group (prejudice and discrimination); Affiliation and Attraction; and Aggression.

### **SOCIAL PSYCHOLOGY TOPICS COVERED IN VARIOUS INTRODUCTORY PSYCHOLOGY TEXTBOOKS**

Social Psychology topics in the introductory Psychology I course included many of the topics covered in Introductory Psychology books over the years, several of which were specified as textbooks for the course. Appendix 2 lists Social Psychology topics covered in a range of Introductory Psychology textbooks in the 1990s and 2000s.

### **EXAMINATIONS**

With the year-long Psychology I course during the 1960s, essay-type examinations were held only once a year, in November, within the period beginning a week after Term 3 classes ended. However, for Psychology I, examinations using multiple-choice questions were also held at the end of First and Second Terms.

By the 1970s, examinations were held each term, on the subject matter taught in that term. Typically, three areas were taught each term, with one hour allocated to each area in a three-hour exam. In addition, there was also an examination using multiple-choice questions.

Later, a full examination was held at the end of each Semester when Semester 1 and Semester 2 became independent courses.

### Topics covered in Social Psychology Essay Examinations 1980 to 1991

- 1 Children's socialization
- 2 Conformity
- 3 Stereotypes
- 4 Attitude change
- 5 Groups
- 6 Social research methods

TOPIC / YEAR	1	2	3	4	5	6
1980	x	x	x	x	x	x
1981	x	x		x	x	x
1982				x	x	x
1983	x	x		x	x	x
1984	x	x		x	x	x
1985	x	x		x	x	x
1987	x		x	x	x	x
1988	x			x	x	x
1989		x	x		x	x
1990		x	x	x	x	x
1991		x	x	x	x	x

### Social Psychology in High School

In 1984, the author became aware that the teaching of some Psychology was being introduced into NSW high schools from 1986, principally Social Psychology. He had some concern that previously, Psychology I students had no prior exposure to Psychology and that now some content might need to be re-considered to avoid repetition. He contacted the Chair of the Division of Scientific Affairs of the Australian Psychological Society, Professor Sid Lovibond, then at the University of NSW, but he was unaware of this. Ultimately, it was decided not to make any changes as any school exposure was fairly elementary.

## CHAPTER 5. SOCIAL PSYCHOLOGY IN SECOND YEAR

The following table summarizes the place of Social Psychology within Second Year over the years 1972 to 2008.

**TABLE 5.1 SOCIAL PSYCHOLOGY in SECOND YEAR COURSES**

YEAR	COURSE	LENGTH	LECTURERS	TUTORS
From 1972 to 1988	Compulsory within PSYCHOLOGY IIB (Identical to the Social Psychology course in Psychology 3)	One term: 2 X 1h lecture p/w for 9 weeks, 1 X 2h tutorial p/w for 9 weeks	From 1973/4: Brian Crabbe, Alan Craddock & Michael Walker	From 1973/4: Brian Crabbe, Alan Craddock, Michael Walker & others
1989 to 1998	Compulsory within PSYCHOLOGY IIB (Identical to the Social Psychology course in Psychology 3)	One semester: 1 X 1h lecture p/w for 13 weeks, 1 X 1h tutorial p/w for 13 weeks	“ “	“ “
“	Environmental Psychology Compulsory within PSYCHOLOGY IIB (a Social Psychology course identical to the Minor Option in Psychology 3)	One semester: 1 X 1h lecture p/w for 13 weeks, 1 X 1h tutorial p/w for 13 weeks	Brian Crabbe & Alan Craddock	Brian Crabbe, Alan Craddock & others
From 1999 to 2005	PSYC2113 (4 credit points) (A compulsory course over one semester, combined with Cognitive & Developmental Psychology)	One semester: 2 X 1h lecture p/w for 5 weeks, 1 X 1h tutorial p/w for 4 weeks	Brian Crabbe & Alan Craddock	Brian Crabbe, Alan Craddock & others
From 2006	PSYC2013 (6 credit points) (As for PSYC2113)	One semester: 3 X 1h lecture p/w for 5 weeks, 1 X 1h tutorial p/w for 4 weeks	“ “	“ “

Throughout the 1960s and probably long before that, Social Psychology was not included in the Second-Year syllabus, but rather it was in the Third-Year syllabus. However, Professor W. M. O’Neil in his article *One Hundred Years of Psychology in Australia 1881-1980* reports that by 1919, the Second-Year course (then taught within the Department of Philosophy) “consisted of Abnormal, Social and Experimental Psychology” and that, “the new Third Year course added in 1925 was devoted to Experimental Psychology”. So sometime within the next thirty years, it was moved from Second Year to Third Year.

Even when it was re-introduced into Second Year within Psychology IIB in 1972, it was not available for continuing students. With the discontinuation of Psychology IIB from 1992, Social Psychology was again not included as a Second-Year course until the commencement of PSYC2113 in 1999, when it became compulsory for all continuing students.

**Changing nomenclature**

Prior to 1991, the Second Year Psychology was identified by Roman numerals, Psychology II. By 1992, soon after the semester system began in 1989, Roman numerals were replaced by Arabic. So Psychology II became Psychology 2. By the late 1990s when the years were fully semesterized so that students obtained a result for each semester, the first semester became PSYC2001 and second semester PSYC2002. From 1999, each course within Second Year was separately identified, so Social Psychology was part of PSYC2113, and, from 2005, PSYC2013 when the credit point value changed from 4 to 6cps. By 2003, when students could be taking some Second Year and Third Year units of study within the same calendar year, Second Year courses became known as Intermediate and Third Year as Senior.

**PSYCHOLOGY IIA AND IIB**

In 1972, a new course known as Psychology IIB was introduced, which did include Social Psychology content. However, it was a terminating course, meaning that students taking this course could not continue to later year courses in Psychology. The main second year course continued as previously, becoming known as Psychology IIA.

The impetus for the introduction of the Psychology IIB course was as follows: Up until 1970, Social Work students had taken Psychology I, II and III. However, from 1972, the Social Work Department decided to limit their students to taking only two years of Psychology, because they wanted their Third-Year students to study more Social Work content taught within their own Department. However, the most relevant Psychology content for Social Work students was contained in the Psychology III course (viz Social, Abnormal and Developmental Psychology). So the Psychology Department agreed to design a Second Year course for Social Work students which included those components. The course comprised some components from Psychology IIA and some from Psychology III (See table below).

Other students who wished to study only two years of Psychology were also permitted to take Psychology IIB.

Thus, the **Social Psychology** content within IIB was identical to that in Psychology III. Students shared the same lectures although separate tutorials were run for IIB and III students. One of the reasons was that IIB students did not have the statistics background that Psychology III students had already attained, so, for example, the statistical analysis for practical research exercises might differ.

In the 1970s, the IIA and IIB courses were composed of the following elements:

**Psychology IIA**

Term 1	Term 2	Term 3
Personality	Personality	Personality
Psychological Statistics	Psychological Statistics	Motivation
Perception	Learning	Cognitive Processes

## Psychology IIB

Term 1	Term 2	Term 3
Personality	Personality	Personality
Abnormal Psychology	Social Psychology	Developmental Psychology

In the Social Psychology course, students attended a one-hour lecture and a one-hour tutorial per week. Social Psychology was already a popular option for many Psychology III students, so with the addition of terminating Psychology IIB students, the numbers swelled even more.

For details of the Social Psychology content within the Psychology IIB course which ran from 1972 to 1992, see Chapter 6 “Third Year Psychology”.

### Further changes

Further requirement for change came from University, Faculty and Australian Psychological Society initiatives.

### Change from Term to the Semester system from 1989

The University converted from the three Term system (each 9 weeks) to two Semesters (each 13 weeks) in 1989. This involved considerable change within the various components of the Second- and Third-year Psychology courses.

With the change from three Terms to two Semesters from 1989, the Psychology IIA and IIB courses were composed of the following:

### Psychology IIA

Semester 1	Semester 2
Personality	Personality
Statistics	Statistics
Learning	Motivation
Perception	Cognitive Processes

### Psychology IIB

Semester 1	Semester 2
Personality	Personality
Abnormal Psychology	Developmental B
Social Psychology	Environmental Psychology

Therefore, with the introduction of the Semester system, the Social Psychology content changed from one term (9 weeks) to two semesters (27 weeks) with the addition of the Environmental Psychology course shared with Psychology III students. Students attended one lecture and a one-hour tutorial per week in each component.

The Social Psychology IIB course remained identical to that course in Psychology III. The 1992 syllabus, for example, shows 13 lectures in Semester 2: five by Dr Craddock on Group and Intergroup Relationships; four by Dr Walker on Social Development in Childhood and Adulthood; and four by Dr Crabbe on Interpersonal Processes: Altruism, helping behaviour and social support; and Affiliation and Attraction.

### **Psychology for Social Work students**

In 1991, the Social Work Department requested a further change in the Psychology content for their students, again because they wanted their students to study more Social Work content taught within their own Department. They therefore approached the Department of Psychology for a shorter course but even more suited to their students' specific needs. The Social Work components had increased in the degree, so there was room only for Psychology courses of greatest relevance. They considered that a lot in the Psychology IIB course was not directly relevant to their students' needs. This resulting in meetings between Professor Stewart Rees, then Head of the Department of Social Work, with Drs Crabbe and Walker. Dr Walker subsequently designed a one semester unit of study specially tailored for Social Work students called "**Social Psychology for Social Work Students**" taught by Psychology Department staff. Eventually, the Social Work Department employed a staff member previously in the Psychology Department, Ms Agi O'Hara, to teach this course within the Social Work Department. (See Chapter 7 "Other Undergraduate Courses in Social Psychology" for more details of the content of this course)

As noted in Chapter 3, now without the need by Social Work students for the Psychology IIB course, some consideration was given to whether it should be discontinued. However, after an extensive survey of First Year students at the end of the year, it was decided that there was a definite need for the course to continue.

Psychology IIB was discontinued from 1999, when university re-structuring allowed for individual units of study to be identified at the University level (rather than only Departmental). (See below under PSYC2113).

### **Day and Evening Lectures**

For very many years, the Arts Faculty in particular held separate lectures and tutorials for Day and Evening students in most courses. This was most relevant when many Evening students worked in the city and finished work at 5pm, or were school teachers, and could reach the university by 5.15pm. So lectures started at 5.15, 6.15, 7.15pm and some tutorials finished as late as 9.15pm. However, by the mid-1990s, it was recognized that flexible working hours were accepted by most businesses, and "Evening students" were mostly no longer confined to attending only in the evening. By the early 1990s, the Arts Faculty had largely backed away from providing Evening classes and separate Day and Evening lectures in Psychology 2 were discontinued. They were replaced by a single lecture in Wallace Theatre (the largest venue then on campus) at 4pm on Mondays and Wednesdays and 5pm on Tuesdays and Thursdays.

However, this did not suit some students: especially some Day students who, for safety reasons, were not comfortable with beginning their journey home after 6pm in winter, and some Evening students who found 4pm too early.

### **Requirement by the Australian Psychological Society (APS) that Social Psychology be included within an undergraduate major**

The Australian Psychological Society (APS) long had their own requirements for admission to membership, and also had considerable influence on the various State Government Health Commission Boards which oversaw the registration of Psychologists, enabling them to practice as Psychologists. From around 1999, the APS required for membership and registration that, among other things, all ongoing students study a specific minimum amount of Social Psychology within the Second or Third years of their undergraduate degree. Because at that time no Social Psychology was taught in the main Second Year course and it was optional in Psychology 3, the Psychology Department decided to include some Social Psychology within the Second Year Psychology course, where all components were compulsory.

### **Semester Modules: The discontinuation of the identification of year-long courses and the introduction of separately identified units of study**

At the same time, a further requirement for change came when the University moved to separately identify specific topics of study, previously taught within semester-long or year-long courses. These courses had their own identification code and credit point value, with a full-time semester load designated as 24 credit points.

From 1999, Psychology II became four modules, each one semester in length: PSYC2111 and PSYC2112 in First Semester and PSYC2113 Cognitive Processes and Social Psychology and PSYC2114 Personality and Individual Differences in Second Semester. Each module consisted of 2 X 1-hour lectures per week over 13 weeks and 1 X 1 hour tutorial per week over 12 weeks. Each was worth 4 credit points, so the four courses together totalled 16 credit points, one third of a full year of 48 credit points. This retained the original weighting of Psychology II as one of three second year subjects. Students needed to complete all four modules if they wished to progress to Third Year.

It was then possible for students not wanting a full major in Psychology to take only the units they desired, as long as pre-requisites and co-requisites for the individual courses were met. They could return later to study other units needed for a Major in Psychology if they so desired.

### **PSYC2113 COGNITIVE PROCESSES AND SOCIAL PSYCHOLOGY**

Because the smallest size of a unit accepted by the Science Faculty was 4 credit points at the Second-Year level, subject matter from the existing courses needed to be incorporated in pairs. Social Psychology was grouped with Cognitive Processes, but for all intents and purposes, they were separate courses except for reporting an overall result. The course was identified as "PSYC2113 Cognitive and Social Psychology". In addition, some Developmental Psychology was taught within the Social Psychology component. (See Appendix 4.6 PSYC2113 for an original course document).

Cognitive Processes was allocated five and a half weeks, Developmental Psychology (although not named in the unit title) two weeks, and Social Psychology five and a half weeks.

There were five tutorials in Cognitive Psychology (in Weeks 2 to 6), two in Developmental Psychology (Weeks 7 to 8), four in Social Psychology (Weeks 9 to 12). No tutorials were held in Week 1 while allocation of students to groups was being finalized. A class Quiz covering work in Developmental and Social Psychology was held in Week 13. Tutors specializing in Cognitive Psychology staffed the first five tutorials, and other tutors took the remaining tutorials.

### **Syllabus and Lectures**

When Social Psychology became part of the Second-Year course within PSYC2113 Cognitive and Social Psychology, some of the content was drawn for the Social Psychology III course, and the gap there was filled by Environmental Psychology content which concurrently ceased as a Minor Option.

Initially, Drs Crabbe and Craddock lectured in Social Psychology within the PSYC2113 course, covering the topics Group and Intergroup relationships (Dr Craddock); Altruism, Helping Behaviour and Social Support (Dr Crabbe); Affiliation and Attraction (Dr Crabbe). Further details are as follows:

#### ***Group and Intergroup Relationships:***

***Intergroup Processes:*** Prejudice, discrimination and intergroup conflict.

***Intragroup Processes:*** Relationships within small groups, particularly factors influencing group performance; Leadership; Group Polarization; Social facilitation; Deindividuation.

#### ***Interpersonal Processes:***

***Altruism, Helping Behaviour and Social Support:*** Altruism distinguished from helping behaviour; Theories of helping behaviour; Bystander intervention in emergencies; Determinants of helping behaviour; Reactions of the recipients of help.

***Affiliation and Attraction:*** Is there a need to affiliate? Conditions under which our need to affiliate is heightened. The nature of social support. Measuring attraction. Some determinants of attraction: mere-exposure, proximity, similarity of attitudes and personality, level of self-esteem, mood.

### **Tutorials**

These were as follows:

Week 7: Early intervention and intellectual development (“Head Start” program)

Week 8: Social deprivation.

Week 9. Prejudice and Stereotypes. National stereotypes class exercise. Students first completed a sheet listing eleven traits (Aggressive, Ambitious, Clannish, Conventional, Excitable, Friendly, Lazy, Materialistic, Nationalistic, Sensitive, and Talkative) and were asked to say for each trait whether they thought it was characteristic of, the opposite was characteristic of, or it was not particularly characteristic of each of three national groups: American, Italians, and Australians. (This list was abridged from a larger list of national groups and characteristics used in previous years). Student responses were then tallied on the board from a show of hands, and discussion followed.

Week 10. Group Polarization. Students individually completed a “Choice dilemmas” questionnaire consisting of six stories in which a difficult decision has to be made. Students then discussed each item as a group and at the end of the discussion, answered individually again.

Week 11. Helping behaviour in emergencies. Students first watched a film for half an hour. In the second half hour, they were invited to discuss how they might devise research to determine if mood has an effect on willingness to help.

### **Textbook**

The textbook was Baron R.A. and Byrne D. (2003) *Social Psychology* Boston: Allyn and Bacon. 10<sup>th</sup> edition. (Students were advised that the 9<sup>th</sup> edition was also acceptable if they wished to buy a cheaper second-hand copy). It was intended that students progressing to the Social Psychology Third Year unit would be able to continue to use the same textbook. Four chapters were relevant to the Social content of PSYC2113:

Chapter 6 Prejudice,

Chapter 12 Groups and Individuals

Chapter 10 Prosocial Behaviour

Chapter 7 Interpersonal Attraction

### **Examinations**

A class quiz on the tutorial work, consisting of multiple-choice items, was administered in the final week. In 1992, tutors were permitted to devise their own class quizzes, as most appropriate to what they had been teaching. Marking was standardized between tutors to ensure equality, by equating distributions of marks between tutors.

The final exam was also multiple choice. In previous times, students had written up a class exercise or an essay. But it was now recognized by the Head of Department how time-consuming marking was and detracted from other duties (particularly research) required of staff. This was particularly onerous for Social Psychology staff because of the high number of students choosing that option in their Third Year.

The exam was based considerably on lecture content. As co-ordinator, the author assured tutors that the students in his tutorials were not advantaged even though he had seen the questions and they had not.

Data was sent to the Testing Service provided by the University of New South Wales. In addition to providing a score for each student, analyses of the data provided the percent of students giving each answer A to E, and the point bi-serial correlation between getting a particular question right and that student's total score, as a measure of the validity of the question.

### **Second Year Psychology units increased from 4 to 6 Credit Points each from 2005**

The author was not involved in any administration of Psychology units by 2005, but it seems that the Science Faculty had directed that no courses be less than 6 Credit Points in value. Previously, each Second-Year course had been 4 Credit Points, so a total of 16, or one third of a total year load of 48 credit points. Now that increased to 24 credit points, representing 50% of a full-time load. PSYC2113

became PSYC2013 Social Psychology and Cognitive Processes. The number of lectures increased to 3 lectures per week, comprised of 17 lectures in Cognitive Processes, 6 lectures in Developmental Psychology, and 16 in Social Psychology. Topics covered were Social Development (5 lectures), Intergroup Processes and Racial Prejudice (7 lectures), and Interpersonal relationships (4 lectures). The number of tutorials remained the same at one hour per week.

## CHAPTER 6. SOCIAL PSYCHOLOGY IN THIRD YEAR

Tables 6.1 and 6.2 summarize the structure of Social Psychology within Third Year over the years 1959 to 2008.

**TABLE 6.1 Summary of major changes in the Third-Year course structure as they affected Social Psychology, as detailed in the following narrative.**

SOCIAL PSYCHOLOGY	PASS	HONOURS	CORE OR OPTIONAL	CLASSES
1959 to 1967 (Within <b>Psychology III</b> , Whole year)	Separate syllabi for Day and Evening classes	Separate Honours stream	Optional	Pass: 1h lecture, 2h 36tutorial X 26 weeks
1968 to 1971 (Within <b>Psychology III</b> , One term)	Same syllabus for Day and Evening classes	Same Syllabus & Lectures as Pass, but separate tutorials	Core	3h lectures, 2h tutorial X 9 weeks
1972 to 1991 (Called a "Major" option within <b>Psychology III</b> , One term)	" Also taken by IIB students	Not separate Pass and Honours classes from early 1980s	Optional	2h lectures, 2h tutorial X 9 weeks
1989 2 semesters replace 3 terms (One semester)	"	"	"	2h lectures, 2h tutorial X 13 weeks
1992-1993 (Becomes known as <b>Psychology 3</b> )	Also taken by 2B students	"	"	"
1994 (Within <b>Psychology 350</b> )		"	"	"
1997 (Within <b>Psychology 301</b> )		"	"	"
1998 (Within <b>Psychology 3001</b> )		"	"	"
1999-2004 <b>Social Psychology 3212</b> One semester, 4 Credit points	Can be taken in a student's Second or Third year	"	"	"
2005 <b>Social Psychology 3017</b> One semester, 6 Credit points	"	"	"	"

**TABLE 6.2 Details of the Course and Length, the Lecturers and the main Tutors (when known) in the Third Year Social Psychology course, 1960 to 2008.**

YEAR	COURSE	LENGTH	LECTURERS	TUTORS
1960	Optional within Psychology III	Full year 1h lecture p/w (Total 27hrs) 2h tutorial p/w (Total 54hrs)	(Day) John Maze (Evg) Phil Sutcliffe	(Day) Mary Nixon
1961			"	?
1962			"	(Evg) Phil Sutcliffe & Brian Crabbe
1963			(Day) John Maze (Evg) Phil Sutcliffe & Brian Crabbe	"
1964			(Day) John Maze (Evg) Brian Crabbe	(Evg) Brian Crabbe
1965				
1966			(Day) John Maze (Evg) Brian Crabbe (Hons) Dick Thomson	
1967			(Evg) Dick Thomson (Hons) John Dawson	(Evg) Dick Thomson & Brian Crabbe (Hons) John Dawson & John Berry
1968	Taken by all students in Psychology III (Core)	One Term 3 lectures p/w (Total 27hrs) 2-hour tut p/w (Total 18hrs)	Likely John Berry & Dick Thomson	(Pass) Brian Crabbe, Sue Kippax, Allan Bordow (Hons) John Berry & Dick Thomson
1972	A "Major" option within Psychology III and "core" within Psychology IIB	One Term: 2 lectures p/w (Total 18hrs) 2-hour tut p/w (Total 18hrs)	Dick Thomson	?
1973			Brian Crabbe & Alan Craddock	Brian Crabbe, Alan Craddock & others

1974-1988			Brian Crabbe, Alan Craddock & Michael Walker	Brian Crabbe, Alan Craddock Michael Walker & others
1989	2 Semester system replaced 3 Terms	One Semester: 2 lectures p/w (Total 26 hrs) 2-hour tut p/w (Total 26 hrs)	Brian Crabbe, Alan Craddock & Michael Walker	Brian Crabbe, Alan Craddock Michael Walker & others
1990				
1992-1993	Identified as Psychology 3		Brian Crabbe & Michael Walker	
1994	Identified as Psychology 350		Brian Crabbe & Alan Craddock	
1997	Identified as Psychology 301		Brian Crabbe, Michael Walker & Paul Paulus	
1998	Identified as Psychology 3001		Brian Crabbe & Alan Craddock	
1999	Identified as PSYC3212 Social Psychology (4 credit points)		Brian Crabbe & Alan Craddock	
2004	PSYC3212 Social Psychology		Alan Craddock, Brian Crabbe, Fiona White & Pooja Sawrikar	
2005	Identified as PSYC3017 Social Psychology (increased to 6 credit points)		Michael Walker, Brian Crabbe, Alan Craddock, Fiona White & Lisa Zadro	
2007	“		Brian Crabbe, Alan Craddock, Michelle Tadros & Lisa Zadro	
2008	“		Alan Craddock, Brian Crabbe, Fiona White and Lisa Zadro	

Over the fifty years covered in this document, all Social Psychology staff members gave lectures and taught some tutorial classes. With the latter, they were supported by a range of junior staff appointed as Tutors, or as Post Graduate students.

From at least the 1950s, Third Year has been the year in which the main Social Psychology course has been offered to undergraduate students. The content and changes are first described chronologically.

## **Changing nomenclature**

Up until 1990, the Third Year course was known as Psychology III. From 1991 or 1992, Roman numerals were replaced by Arabic, so it became known as Psychology 3. During the 1990s, the year went through other changes, variously known successively as Psychology 3/350, 301 and 3001. By 1999, individual components within the Third Year course were separately identified, so Social Psychology became PSYC3212 and, from 2005, PSYC3017 when the credit point value changed from 4 to 6cps. By 2003, when students could be taking some Second Year and Third Year units of study within the same calendar year, Second Year courses became known as Intermediate and Third Year as Senior.

## **THE 1960s**

### **1960 to 1967. Separate Day and Evening courses for Pass students (syllabi and staff), and a separate course for Honours students**

In most of the 1960s, there were separate Day and Evening courses in Social Psychology within Psychology III for Pass students, and a separate course for Psychology III Honours students. Prior to this time, examination papers in the 1950s (specifically those available for 1954, 1956, 1957 and 1958) show that there was one examination paper for Social Psychology “Pass and Distinction” students and a second paper just for “Distinction” students. Details of the topics for all these papers are set out in Appendix 3, headed “Social Psychology in the 1950s”.

Pass students attended a one-hour lecture and a two-hour tutorial each week, over three terms. In the early 1960s, the Day Pass course was taken by John Maze and the Evening Pass course by Phil Sutcliffe. John Maze’s syllabus partly reflected his interests in Theoretical Psychology and the topic of Attitudes; Phil Sutcliffe’s syllabus his Anthropology and Sociology interests.

**In 1960**, because the author was likely the only student choosing Social Psychology in Psychology IV (Honours), he attended the Psychology III (Day) tutorials in Social Psychology, taken that year by Mary Nixon. Her principal interest in Psychology was not in Social Psychology, and she left the Sydney Psychology Department at the end of that year.

The Day class syllabus in 1960 covered the following areas:

An Introduction, including the biological background of Social Psychology;

Some Theoretical Approaches: Group Mind, Social Conditioning, Psychoanalytical Theory as applied to Social Behaviour, Role Theory, The concept of Basic Personality Structure, and Cognitive Theorizing;

Social Phenomena, including Child Training and Adult Personality, Cross Cultural, the Authoritarian Personality, Prejudice, Leadership, and Language; and

Some Research Techniques: Sociometric Measurement, The Interview, Studying social Structure and Racial Differences.

No textbook was prescribed for the course, but there were three reference books:

Lindzey G. *Handbook of Social Psychology*;

Maccoby E.E., Newcomb T.M. and Hartley E.L. *Readings in Social Psychology* 3rd ed, and

Jahoda M., Deutsch M. and Cook S.W. *Research Methods in Social Relations*

The Psychology IV Exam in Social Psychology that year (related to the content of the Third Year Pass Day class tutorials) covered the topics of National Character, Social roles, Socialization, The Authoritarian Personality, The Interview and Basic Personality Type.

**1962** marked the beginning of a 47-year career for Brian Crabbe, teaching Social Psychology. He was invited by Phil Sutcliffe to take one of the two Evening tutorial classes in Social Psychology III (Monday 7.15 to 9.15pm). Phil Sutcliffe continued taking the Evening lectures and the other Evening tutorial class. In a note to Phil Sutcliffe dated 14<sup>th</sup> May 1962, in response to his request, the author said, "I have prepared an outline of my proposed series of Lecture-Discussions". They covered the following topics: The scope and methods of Social Psychology; The social-cultural context of behaviour; The study of small groups; and Interpersonal influence.

The text used for the course at that time was Maccoby, Newcomb and Hartley (Eds) *Readings in Social Psychology* 3<sup>rd</sup> ed, 1958.

**In 1963**, Phil Sutcliffe was still listed as the lecturer for the Social Evening course and John Maze for the Day, but Brian Crabbe began taking some of the Evening lectures. In August 1963, he prepared two exam questions on "the part of the course I've been lecturing on this term - Communication and Persuasion, Group Processes etc" (Note to Phil Sutcliffe) reflecting his lecture topics. Phil took one Evening tutorial class and Brian the other.

**From 1964**, Brian Crabbe began taking all the Evening lectures in Social Psychology (on Mondays 5.15 to 6.15), while still overseen by Phil Sutcliffe. Practical exercises in Trinity (2<sup>nd</sup>) Term were on the topics of:

1. The J Curve of Conformity,
2. Group Problem Solving,
3. Question Wording in the Interview and
4. Rumour.

Forty-one students completed the practical work required.

**In 1965**, in the Pass course, students could attend a Day lecture and one tutorial group from the two day times offered, or an Evening lecture and one tutorial group from two evening times offered. The Evening syllabus covered:

The scope and methods of Social Psychology,

The study of small groups,

Interpersonal Influences and the Social-cultural context of behaviour.

In 1965, Social Psychology in Third Year for Honours students was taken by John Dawson, recently appointed as a staff member. His principal interest was in cross-cultural Psychology.

Examination marking at the end of 1965 was by Brian Crabbe, marking 90 Pass papers, supervised by John Maze. John Dawson marked 20 Honours papers.

By **1966**, Brian Crabbe is shown in the timetable as the lecturer for the Social Evening class and he also took the two tutorial classes. It is likely that Phil Sutcliffe was on Study Leave that year. John Maze continued as the Day class lecturer. Twenty-eight students completed the course in the evening that year. Brian Crabbe did the exam marking for both Day and Evening students, a total of 60 students.

Dick Thomson had been appointed to the Department in 1961, but likely until 1966 had been teaching in the area of Differential Psychology. He is shown as marking 16 Third Year Honours exams in Social.

The text was Krech D., Crutchfield R.S. and Ballachey E.L. *Social Psychology: The Individual in Society*.

**1967** John Berry's appointment in 1966 supplemented the staff in Social Psychology. Like John Dawson, John Berry also had a principal interest in cross-cultural Psychology.

A hand-written note from Dick Thomson dated 15 June 1967, shows "Present arrangement" as:

Social Pass (Evening): Thomson Mon 5.15 to 6.15 (lecture)

Crabbe Thu 6.15 to 8.15 (tutorial)

Social III Honours: Dawson Mon 5.15 to 6.15 (lecture)

Dawson Mon 6.15 to 8.15 (tutorial)

Berry ? 5.15 to 7.15

John Dawson left the Department later in 1967 so was not listed for exam marking. The allocation of Exam marking in 1967 was:

Social (Pass): Thomson (100), Berry (210), Crabbe (130)

Social (Honours): Thomson (95), Crabbe (95)

**From 1968 to 1971, Social Psychology in Third Year was reduced from three terms to one, but was now taken by all Psychology III students**

1968 was the year in which the structure of Psychology III changed considerably, with all students, Pass and Honours, studying Social Psychology for one term (the second term, Trinity). Part of the argument for the change was that some staff preferred to have all their teaching in a single term, leaving the two other terms relatively free of teaching and enabling staff to concentrate on their research then. Pass

and Honours students attended three lectures per week. Lectures given during the day were repeated in the evening. So the total number of lectures, 27, remained the same, but tutorial hours reduced by two thirds. There were eleven Pass tutorial groups, of which Brian Crabbe took five, Sue Kippax three and Alan Bordow three. There were four Honours tutorials, two taken by John Berry and two by Dick Thomson.

Sue Kippax was at that time a Postgraduate student, likely supervised by Dick Thomson. Allan Bordow was a newly appointed lecturer, an American with qualifications in Industrial Psychology, who had recently completed his PhD at Colorado State University.

The syllabus in 1968 covered the following broad topics:

Theoretical approaches to Social Psychology,

Methods of Social Enquiry,

Social factors in psychological processes,

Social attitudes,

The Social and Cultural Environment,

Group Structure and Process.

### **1972 The introduction of “Major” and “Minor” courses**

At the end of 1968, the author completed his PhD, and in January 1969, departed for the United States to gain postdoctoral experience. So for the four years 1969 to 1972, he has no direct knowledge of the teaching of Social Psychology at Sydney University. However, it was in this period, in 1972, that another major change took place in the structure of Psychology III: the introduction of a range of “Major” and “Minor” courses. (Full details of the Social Psychology Third Year course in this period and later are given later in this chapter).

The author returned to the Department from 2 January 1973 following his appointment to a tenured Lectureship in Social Psychology, the position previously held by Leon Mann. Phil Sutcliffe and John Maze were still on staff then but had previously discontinued teaching Social Psychology. John Dawson had left in 1967 to take up a Professorship in Hong Kong, John Berry in 1969 to take up a position at Kingston, Canada, and Allan Bordow in 1970 to a position in the Business School at the University of New South Wales. Leon Mann (most likely replacing John Berry) had joined the Department in January 1971 but left after only 14 months in March 1972 to take up the position of Professor at Flinders University in Adelaide. So there was a major upheaval with the arrival and departure of four members of the Social Psychology teaching staff over a six year period. And more change was to come the following year.

In **1973**, Dick Thomson was the only remaining staff member from recent years to be allocated, with Brian Crabbe, to teach Social Psychology in Third Year in 1973. However, it seems possible that John Maze may have been involved again in 1972 to fill the gap that year caused by the departure of Leon

Mann. Brian recalls that, on his return, John very warmly welcomed him back, indicating that he and Dick Thomson had been overloaded after Leon Mann's departure. In a handwritten note to Brian Crabbe dated 9/1/1973, Dick Thomson also welcomed him back, and said it would help greatly if he could delegate to him the preparing and organizing of the practical-tutorial class work for Social Psychology in the Psychology III and MA (Pass) courses, giving him as free a hand as he liked. Dick Thomson went on to say, "Your suggestions on the whole syllabus would be helpful, and it goes without saying that I'm most happy to have you share lectures, seminars etc at all levels, up to Psych IV and Post Graduate Honours as well as Psych IV and PhD supervision, assuming Dick Champion (as Head of Department) OKs it."

But sadly, Dick Thomson died suddenly at the beginning of the teaching term. Alan Craddock, at that time Senior Tutor in charge of Psychology I, stepped in at very short notice and took the lectures that Dick Thomson was scheduled to give.

The number of students taking Social Psychology by this time was large, augmented by the fact that now second year students who did not wish to complete a major in Psychology, were also permitted to study Social Psychology within the new Psychology IIB course.

Brian Crabbe and Alan Craddock were the only lecturers in Social Psychology in Psychology IIB/III in 1973, but a sufficient number of tutors were allocated to take the large number of tutorial classes. As Co-ordinator of the course, in 1973 Brian Crabbe devised a large field project on the topic of social contact with neighbours in dwellings surrounding one's own, comparing house dwellers, low rise and high-rise unit dwellers. This proved to be a pilot study for a major research project, funded by CSIRO Building Research division, that he carried out over the next six years.

### **1974 to 2008**

Michael Walker was appointed as a Lecturer to replace Dick Thomson and began duties in 1974. From then on for the next thirty-five years, Brian Crabbe, Alan Craddock and Michael Walker shared the main Social Psychology teaching at all levels. The lectures and corresponding tutorial/practical classes related to their own research interests but were broad enough to cover most of the whole range of topics covered in the current textbooks in Social Psychology.

The stability of staff in Social Psychology over the next three decades was in stark contrast to the turn-over of staff during the previous decade.

In June and July 1997, Professor Paul Paulus from the Psychology Department at the University of Texas in Arlington was a Visiting Professor in the School of Psychology. Dr Crabbe had previously worked with him while he was on Study Leave there. Professor Paulus gave several lectures to Social Psychology III students in the areas of his research interests.

With the involvement of other staff from around 2000, the syllabus changed somewhat to cater to the areas of interest of the lecturers available.

In 2002, Fiona White was appointed as a Lecturer in the area of Personality, but also began taking some lectures in Social Psychology.

In July 2003, Brian Crabbe retired from his full-time position as Senior Lecturer, but remained involved in the teaching of Social Psychology as an Honorary Senior Lecturer. Pooja Sawrikar was appointed as a

Temporary Lecturer to the position that Brian had held, and she was involved in lecturing in the Third-Year course in 2004. It is likely that Michael Walker was on Study Leave that year, as he was not shown as being involved in the course then. That year, lecturers listed are Alan Craddock, Brian Crabbe, Fiona White and Pooja Sawrikar.

In 2004, Lisa Zadro was appointed as a Lecturer to the permanent position vacated by Brian Crabbe.

Brian Crabbe was involved in teaching up to and including 2008. Alan Craddock retired in 2008 and ceased teaching from then. Michael Walker died in 2009. So the three principal staff members who were involved in teaching Social Psychology for the past 35 years all ceased their involvement in the same year, and teaching of Social Psychology fell entirely to new and more recently appointed staff.

## **THE STRUCTURE OF PSYCHOLOGY III AND THE SOCIAL PSYCHOLOGY COURSES WITHIN IT, FROM 1972 TO 2008**

### **Major and Minor Options**

From 1972, a system of “Major” and “Minor Options” within each term was introduced in Psychology III. A Major Option consisted of 18 one-hour lectures, and 9 two-hour tutorials. A Minor option consisted of 9 one-hour lectures and 9 one-hour tutorials and was worth half the weight of a Major option. The Minor options allowed staff who so desired, to present material relating to their specific research interests, with the possibility of interesting some students to follow that area further in choosing their Empirical Research topic in Fourth-Year Honours.

Students could choose in First and Second Terms either two Major options, or one Major and two Minor options, and in Third Term, either one Major and one Minor, or three Minor options. Additionally, all students were required to take “History and Philosophy of Psychology” continuing over all three terms, and Honours students were required to include “Psychometrics” in their Minor Options in all three terms. No Social Psychology courses were compulsory. However, the Social Psychology major was usually chosen by a considerable number of Third-Year students. Additionally, because the same course was compulsory within the new Psychology IIB course, there was always a large number of students doing the course.

With the “Minor Options”, interested staff could propose a course to the Teaching and Staffing Committee which would accept or reject the proposal. Course details for 1976 show that there was a total of 16 Minor Options and 6 Major Options.

Of the five or six Minor Options offered each Term, from 1975 Michael Walker offered an Option in Social Psychology called **Social Skills**, later known as **Social Interaction**. Topics covered in that were Personality and Social Behaviour; Social Skills model and training; Control systems in interpersonal relations; Verbal and Non-verbal communication. The textbook was Michael Argyle *The Psychology of Interpersonal Behaviour* Penguin, 1973. After Minor Options were discontinued in 1999 and all Third-Year Psychology courses were given the same weight, this course became part of **PSYC3014 Communication and Counselling**.

Brian Crabbe had proposed a Minor Option in “Field Research Methods” in the 1970s. It was not accepted then but subsequently he taught it in the Master of Arts (Pass) in Psychology and its successor, the Graduate Diploma in Science.

Irene Edmonds, whose specialty was in the area of Perception, had been teaching a course entitled **Environmental Psychology** since the Minor Option system began. After she retired, Brian Crabbe and Alan Craddock took over teaching that course from 1981, changing the syllabus to the study of Social aspects in relation to the Environment, as distinct from Dr Edmonds' Perception orientation.

See further details of these courses in Chapter 7 "Other Undergraduate Courses in Social Psychology".

### **Discontinuation of separate Honours classes**

Prior to 1968, there were three separate streams of lectures and tutorials in Social Psychology within Psychology III: Honours, Day (Pass) and Evening (Pass). From 1968, only one stream of lectures was offered, though day lectures were repeated in the evening. Separate Honours and Pass tutorials were offered. But by the early 1980s, that separation was discontinued. Then, any student with at least a Credit average result in Psychology III was eligible for entry into the Honours Fourth Year. Sometime later, because of the large number of eligible students, a quota was applied so that achieving that minimum did not necessarily assure entry to Psychology IV (Honours).

### **Terms changed to Semesters**

In 1989, the University brought in a Semester system to replace Terms. Social Psychology within Psychology IIB/III expanded from one term to one semester. The number of one-hour lectures increased from 18 to 26 in the semester, and two-hours tutorials from 9 to 12.

### **Introduction of "unit value" or "credit point" system and "course weight"**

As indicated in Chapter 2 "Structure of the Psychology courses", in 1999 the University brought in a "unit value" or "credit point" system. Psychology chose to have Third Year courses worth 4 credit points each (ie one sixth of a full time semester load of 24 credit points). Accordingly, the Third Year Social Psychology course was worth 4 credit points, and the number of lectures doubled from previously, increasing from 1 to 2 per week, so a total of 24 lectures.

The previous Social Psychology Major option became "PSYC3212 Social Psychology". Minor options were discontinued. The content of the "Environmental Psychology" Minor option was absorbed into PSYC3212. Michael Walker and Alan Craddock collaborated to absorb the "Social Interaction" Minor Option into a new course "PSYC3214 Communication and Counselling" with the addition of content on Counselling.

From 2006, in line with all Senior Year Psychology courses, PSYC3212 was converted from a 4 to a 6 credit point course, becoming known as PSYC3017. The number of lectures remained as 2 hours per week, but tutorials increased from 1 hour per week to 2 hours.

### **THE CONTENT OF THE THIRD-YEAR SOCIAL PSYCHOLOGY COURSE FROM 1972 TO 2008**

Up until 1989, the three-term system was still operating. The 1976 Syllabus shows that all students were required to take History and Philosophy of Psychology over all 3 terms (1 lecture and 1 tutorial hour per week); and Honours students Psychometrics, over the three terms (also 1 lecture and 1 tutorial hour per week).

Students could choose from other courses offered: Major Options (2 lectures and 2 tutorial hours per week) and Minor Options (1 lecture and 1 tutorial hour per week). In total, there were nine Major

Options offered (three each term) and seventeen Minor Options (five or six each term). In Terms One and Two, students could choose **either** two major Options **or** One Major and two Minor Options. In Term 3, the choice was one Major Option and One Minor Option, **or** three Minor Options.

The Major Options offered were Abnormal Psychology, Psychobiology and Visual Perception in First (Lent) Term; Advanced Psychobiology, Developmental Psychology and Differential Psychology in Second (Trinity) Term, and Learning and Motivation, Perceptual Systems and Social Psychology in Third (Michaelmas) Term.

### **Social Psychology Syllabus**

(Some original course documents can be found in Appendix 4: 1 and 2)

For one of the early years in which the Major/Minor Option system was operating, 1976, the Course Information document shows that the Major Option of “Social Psychology” was taught by Brian Crabbe, Michael Walker and Alan Craddock. The text was Baron R.A. Byrne D. and Griffitt W. *Social Psychology*: Allyn and Bacon Inc, 1974. The syllabus followed the chapters of the text. It notes that topics 1 to 6 received coverage in the Social Psychology component within Psychology 1 which students should have been familiar with, and that lectures would concentrate on Topics 7 to 12.

1. Defining Social Psychology,
2. Social Research Methods,
3. Social Influence (Conformity, Compliance and Obedience),
4. Imitation, Modelling and Social Learning
5. The nature, measurement and Acquisition of Attitudes
6. Changing attitudes and behaviour
7. Attraction, liking and love (Dr Crabbe)
8. Prosocial behaviour: Altruism and Helping (Dr Crabbe)
9. Aggression and Violence (Dr Walker)
10. Person Perception (Dr Walker)
11. Group Influence upon Individual Behaviour (Dr Craddock)
12. Environment and Social Behaviour. Personal Space. The effects of overcrowding in animal and human populations (Dr Walker) Crowding in cities; cultural comparisons of density levels and their effects. Housing types and their effect on social interaction, privacy and crime (Dr Crabbe)

Table 6.3 summarizes the topics taught in the Third-Year Social Psychology course over the 50 years from 1959 to 2008, being the main undergraduate course in which Social Psychology was taught. However, it does not reflect the totality of all topics taught in Social Psychology at Sydney University during this fifty-year period because some topics were transferred to or from other courses or years. The principal transfers were:

- to and from Third-Year Minor options in Social Psychology which ran for the period 1972 to 1991,
- to the Second-Year Social Psychology course when that core course began in 1999,
- to the First-Year course when it was decided to cover some topics more extensively in that course, rather than a more superficial overall introduction to Social Psychology, and

- to the Master of Arts (Pass).

However, the table does reflect something of the interests of staff members of the time, particularly contrasting the 1960s to the 1970s to the 2000s.

**TABLE 6.3 TOPICS TAUGHT WITHIN SOCIAL PSYCHOLOGY THIRD YEAR FOR A SELECTION OF CALENDAR YEARS FOR WHICH DOCUMENTS ARE AVAILABLE**

*Reading the column headings from left to right, the detail of the number of lectures and lecturers' names is the same for the immediately following years until new detail is shown. X indicates that the topic was included in the syllabus for that year.*

<b>CALENDAR YEAR, LENGTH OF COURSE and LECTURERS/ TOPIC</b>	<b>1962-1965 (Evening) 1 h/wk x 3 terms = 27 Sutcliffe</b>	<b>1966-1967 (Evening) 1 h/wk x 3 terms=27 Crabbe</b>	<b>1968 (3 lectures/wk X 1 term = 27 Berry Thomson</b>	<b>1971 Mann Thomson</b>	<b>1975 (2 lectures/wk X 1 term = 18 Crabbe Craddock Walker</b>	<b>1976</b>	<b>1977</b>	<b>1981</b>
Scope & Methods of Enquiry	x	x	x	x	x	x	x	
Theoretical approaches			x	x				
Socio-cultural context	x		x	x				
Groups, Leadership	x	x	x	x	x	x	x	x
Interpersonal Influence/Conformity	x	x	x	x				
Social attitudes			x	x				
Prejudice/Discrimination								x
Social interaction/ Interpersonal Attraction				x	x	x	x	x
Environmental/Social					x	x	x	
Aggression					x	x	x	x
Helping behaviour					x	x	x	x
Person Perception					x	x	x	
Social Cognition								
Nonverbal communication/ Social skills								
Jury selection/decisions								
Ostracism								
The Self								

Continuation of Table 6.3, showing (in brackets) the number of lectures given on that topic.

<b>CALENDAR YEAR, LENGTH OF COURSE and LECTURERS/ TOPIC</b>	<b>1985</b> (1 term X 2 lect/wk =18) Crabbe Craddock Walker	<b>1990</b> (1 semester X 1 lect/wk =13) Crabbe Craddock Walker	<b>1992</b>	<b>1993</b> 3/350 Crabbe Craddock	<b>1994</b> Crabbe Craddock	<b>1998</b> Social P3001 Crabbe Craddock	<b>2000</b> P3212 (1 semester X 2 lect/wk=26 Crabbe Craddock Walker	<b>2004</b> P3212 Crabbe Craddock Sawrikar & White	<b>2006</b> P3017 Crabbe Craddock Walker White & Zadro	<b>2007</b> P3017 Crabbe Craddock Tadros & Zadro
Scope & Methods of Enquiry										
Theoretical approaches										
Socio-cultural context									x (4)	
Groups, Leadership	x (2)	x (2.5)	x (2.5)				x (3)		x (4)	x (4)
Interpersonal Influence/Conformity										
Social attitudes										
Prejudice & Discrimination	x (5)	x (2.5)	x (2.5)				x (3)	x (1)		x (3)
Social interaction/ Interpersonal Attraction	x (3)	x (2)	x (2)	x (6)	x (6)	x (4)	x (4)	x (3)	x (3)	x (6)
Environmental/Social							x (6)	x (6)	x (6)	x (4)
Aggression	x (2)			x (2)	x (2)	x (2)	x (2)	x (1)	x (3)	
Helping behaviour	x (3)	x (2)	x (2)							
Person Perception	x (2)	x (2)					x (3)			
Social Cognition		x (2)		x (3)	x (3)	x (3)	x (4)	x (5)	x (5)	x (3)
Nonverbal communication/ Social skills			x (4)	x (2)	x (2)	x (3)		x (4)		
Jury selection/decisions						x (1)	x (1)	x (1)	x (1)	x (2)
Ostracism								x (1)		x (3)
The Self								x (4)		

An inspection of Table 6.3 reveals the following:

Some areas received more attention in the 1960s and early 1970s. They were “Methods of Enquiry”, “Theoretical approaches” and “Socio-cultural context”:

“Methods of Enquiry”. Prior to 1981, several lectures were included on this topic. However, from 1981 it was accepted that students were more interested in the content of Social Psychology, and that detailed consideration of the Methods of Social research would be more relevant when students were actually carrying out their own research projects. It was therefore decided that the material on Methods would be better placed in the Fourth-Year level course MA (Pass) where it was taught as a separate course “Field Research Methods” to all students.

“Theoretical approaches” was not a major part of the syllabus except in the period 1968 to 1971 and before that mainly in the Day Class taught by John Maze as it was his major interest.

Similarly, the “Socio-cultural context” received more attention in the 1960s with Phil Sutcliffe’s background in Anthropology and John Dawson’s and John Berry’s specific interests in cross-cultural Psychology.

“Interpersonal influence and conformity” and “Social Attitudes” received more attention in the early years, as later it occupied more of a major place in the Social Psychology syllabus in First Year.

The study of “Groups” however, as an essential part of Social Psychology, received attention over the whole period.

Beginning in 1971 and continuing thereafter, “Social Interaction/Interpersonal Attraction” became an important part of the syllabus, reflecting the emerging interest in the topic in Social Psychology generally and in the textbooks.

The same was true of “Aggression”, “Helping behaviour” and “Environmental/Social” emerging as topics in the Social Psychology literature from the early 1970s and remaining so. The disappearance of “Helping Behaviour” from the Third-Year syllabus after 1992 was only because it transferred to the Second-Year syllabus when Social Psychology began to be taught there as a core course in a Psychology major. “Environmental/Social” transferred to the Minor Option in Environmental Psychology from 1981 until 2000 before returning when the Minor Option system was discontinued.

“Person Perception” and “Social Cognition” were continuously included in the syllabus from around 1975 as particular interests of Dr Walker. His interest in “Nonverbal communication/Social skills” came into the Syllabus in 1992 after the Minor Option system was discontinued.

“Jury Selection/decisions” began as part of the syllabus as an “Applied Social Psychology” topic with Dr Crabbe’s interests in that area commencing.

“Ostracism” beginning in 2004 was a particular interest of Dr Zadro who joined the staff at that time.

## **TUTORIALS IN THIRD YEAR SOCIAL PSYCHOLOGY**

The tutorials consisted of class **practical exercise** and **discussion topics**, sometimes with a video. (See detail below). Students were allocated to present a seminar paper on the discussion topic chosen for a particular week. For the practical exercises, the students supplied the data themselves in class, which were then tabulated and displayed on the board, and class discussion followed. Sometimes data were collected by the students outside of class. These exercises typically continued over several weeks. For example, in the first week, the exercise would be introduced, students would collect data in the field and bring it back to class the following week.

From 1980, there was a directive that university permission was needed for data collection outside the university. But a note from Professor Dick Champion in September 1980, indicates that this applied only if the co-operation of some outside organization in providing subjects was necessary.

Later, the University required approval from a University appointed "Ethics Committee" for all research involving human subjects. It seems that this requirement originated from concerns in the Faculty of Medicine, but extended to all disciplines involving collection of data from human subjects. The class exercises were also subject to approval but were accepted as a group by the Ethics Committee each year.

As an example, the topics covered in the Tutorial Program in 1984 were as follows:

- Research Methods
- Prejudice
- Group Polarization
- Altruism and Helping Behaviour
- Interpersonal Attraction
- Aggression
- Deindividuation; Conflict and Social Exchange
- Decision making by Juries

## **PRACTICAL EXERCISES**

Most exercises were carried out in class, but a few required data collection in the field.

The following table gives a summary of the Practical Exercises used over the years.

**TABLE 6.4 SUMMARY OF PRACTICAL EXERCISES OVER THE YEARS 1959 TO 2008**

<b>TOPIC</b>	<b>TITLE OF PRACTICAL (Devised by)</b>	<b>BRIEF SUMMARY</b>	<b>YEARS USED</b>
AGGRESSION	Defining Aggression (BC)	Students rate 16 situations on the degree of aggression shown. Responses are tallied in class. Discussion of definition of aggression.	1970s ff
"	The Weapons Effect (MW)	Do people make more aggressive responses if a weapon is present?	1996 ff
ATTRACTION	Attachment style & Relationship dissolution (AC)	Students answer questions about their feelings about close relationships then scored on predominant style and related to their reaction to a break-up	1994 ff
"	Friendship (BC)	Students rate themselves, a friend and a non-friend (someone they know well but feel they could not be friends with) on a number of personality characteristics (+ if a characteristic applied, - if the opposite). They then separately count the number of characteristics on which they are similar to their friend and to their non-friend. It is predicted they will be more similar to their friend than to their non-friend.	
ATTRIBUTION THEORY	Attribution Theory and Person Perception (MW)	Students rate the physical attractiveness of faces in eight photos, some students being told that the person in the photo would receive the ratings, and other students told that they would not.	1975
"	Responsibility for accidents (MW)	Students read one of four stories and then rate responsibility	
"	Attribution Theory & Close Relationships (AC)	Rating reasons for conflict	2003
ENVIRONMENTAL PSYCHOLOGY	Social contact as a function of housing type (BC)	A field study in which students interviewed a resident living in each of three types of housing (detached house, low rise unit and high-rise unit) in the same suburb of Sydney, about their social contacts with their neighbours in the twelve residences closest to their own, and beyond those within the suburb.	1973
"	Effect of site plan and road use on social contact between neighbours (BC)	A field study examining the possible effect of volume of traffic in an individual's street on their social contact with neighbours. Students interviewed respondents outside of class who did not know the hypothesis of the study.	1974 ff

CONFORMITY	J Curve of Conformity (PS,BC)	A field study in which students found a street intersection which had a medium amount of traffic and that had a Stop sign. They positioned themselves either in clear sight and formally dressed with clipboard in hand, or hidden from view, recording whether each car either stopped, slowed considerably, slowly slightly, or drove straight through. It was predicted that there would be greater conformity to the rule to fully stop when the experimenter was clearly present, and when plotted on a graph would yield a J curve of conformity.	1962 ff
HELPING BEHAVIOUR	The effect of temporary mood state on helping behavior (BC)	A field study in which mood state is manipulated (happy or neutral) by finding/not finding a coin in a telephone booth, and helping behaviour observed (mailing or not mailing a mis-laid letter). Students carried this out in public settings by each preparing two stamped, addressed letters and leaving them in a telephone booth as though forgotten. Mood state was manipulated by leaving, or not leaving, 10 cents (the price of a phone call) in the coin return slot of the phone. Helping behaviour measured by whether or not the letter was received in the post by the addressee.	1970s ff
STEREOTYPES	National Stereotypes (BC)	Students complete a check list of 20 traits as they think they are typical (+) or the opposite is typical (-) of each of five national groups: Americans, Australians, British, Italians and Russians. The results are tallied on the board and discussion encouraged on several set issues. (It is noticeable now that no Asian nationalities were included. Possibly indicative of the lack of prominence of Asian countries at that time for Australians. Americans and British because of our close ties, Italians because of immigration at that time, and Russians because of the "Cold War" at the time).	
"	Sex role stereotypes in TV advertising (BC)	Students content analyze TV advertisements according to characteristics where the actors are portrayed as behaving in their typical sex role or not.	
"	Student Prototypes and Memory (MW)	Students read stories in which the description of the actors in each story is varied according to whether the traits are typical of the group that actor belongs to or not typical. It is predicted	

		that the typical traits will be remembered better than the not typical.	
RESEARCH METHODS	Unobtrusive Measures (BC)	A field exercise in which students were required to devise an unobtrusive measure and validate it by direct observation or interview.	
SMALL GROUPS	Individual vs Group Problem Solving (BC)	Three quarters of the students were assigned to groups of three, to work on two problems: one solving a crossword puzzle and one constructing a crossword puzzle. The other students worked alone. A time limit of 12 minutes for each problem was set. It was predicted that groups will be superior at solving, but not necessarily so at constructing, where a particular line of thought may be required.	1960s ff
“	Group Polarization/ Risky Shift (“Group Think”)	Students complete the “Choice Dilemmas Questionnaire” twice: before a discussion with other students and after. The six items depict situations in which an individual is faced with a choice between two courses of action. They can continue with their current course or embark on a more adventurous course. Students rate, on a scale of 10, the degree of certainty of success they would want before they would embark on the new course. It is expected that for some situations students would want a high degree of certainty, on others they would accept a lower degree of certainty. It is predicted that after discussion, students will move their decision further in the direction of the initial response tendency of the group.	
“	Dyadic interaction - Coalition formation in small groups (MW)	This was a class exercise devised by Dr Michael Walker in his area of “Social Skills”, in which students interacted in pairs, and the effects of reinforcement and imitation examined.	1978
“	Rumour (PS)	Students were assigned to small groups of perhaps five students but out of hearing range. One student in each group was provided with a short narrative of an event. They were required to commit that to memory, then would relay it to another member of the group, who would in turn relay it to another, and so on. The narrative that the last person in each group received was content analyzed for inaccuracies and embellishments.	1962ff

JURY DECISION MAKING	“The effect of harshness of sentence on jury decision making” (BC)	Effect of judges’ instructions on sentencing	2002ff
“	“The effect of occupational status on verdict” (BC)	Students read the same stories, but the occupational status of the defendant is varied.	2002ff

**VIDEOS USED FOR DISCUSSION**

A range of videos used over the years to encourage discussion included the following:

**Environmental:**

“Living is not Four Walls” About children living in high rise units.

“The City and the Self” Stanley Milgram’s studies relating to helping and taking responsibility in the city.

**Research Methods:**

A training tape for interviewers on general theory and techniques. (Used in MA and GDS “Field Research Methods: course)

**Groups:**

“Four more days” described a simulated prison experiment carried out at the University of New South Wales.

“Quiet Rage” The Stanford University simulated prison experiment carried out by Phillip Zimbardo.

“Group Think” How discussion with others can polarize decision making – either in the direction of more caution or more risk, depending on an individual member’s initial decision.

**Altruism:**

“Bystander Intervention” Laboratory experiments in which an emergency situation is simulated.

**Aggression:**

“Emotional Development – Aggression”. Notes how pervasive and universal aggression is in daily life, and various theories are examined.

**Affiliation and Attraction:**

“Schachter’s Affiliation Experiment”. An experiment on affiliation conducted by Stanley Schachter which hypothesized that students would prefer to affiliate with students in a similar situation to their own if they were anxious.

“Isolation”

## TEXTBOOKS

Only a very small number of Introductory Social Psychology textbooks have been used as the set textbook in the main Third Year Social Psychology course in the fifty-year period covered by this document. They were:

**1960 Day Class:** No prescribed textbook. References were

Lindzey G. (ed) *Handbook of Social Psychology*. 2 volumes 1954

Maccoby E.E., Newcomb T.M, and Hartley E.L. (eds) *Readings in Social Psychology* 3<sup>rd</sup> ed. 1958

Jahoda M. Deutsch M. and Cook S.W. *Research Methods in Social Psychology*

**1962 to 1967 Evening Class:**

**1962:** Text: Maccoby E.E., Newcomb T.M, and Hartley E.L. (eds) *Readings in Social Psychology* 3<sup>rd</sup> ed. 1958

**1963:** Text: Maccoby E.E., Newcomb T.M, and Hartley E.L. (eds) *Readings in Social Psychology* 3<sup>rd</sup> ed. 1958 and Shibutani T. *Society and Personality*, 1962

**1964:** Text: Shibutani T. *Society and Personality*, 1962

Main references: Maccoby E.E., Newcomb T.M, and Hartley E.L. (eds) *Readings in Social Psychology* 3<sup>rd</sup> ed. 1958 and Lindzey G. (ed) *Handbook of Social Psychology*. 2 volumes 1954

**1965:** Text: Shibutani T. *Society and Personality*, 1962

**1966:** Main references: Maccoby E.E., Newcomb T.M, and Hartley E.L. (eds) *Readings in Social Psychology* 3<sup>rd</sup> ed. 1958 and Lindzey G. (ed) *Handbook of Social Psychology*. 2 volumes 1954

**1967:** Text: Krech D, Crutchfield R.S. and Ballachey E.L. *Individual in Society* 1962

**1968:** Text: Secord P.F and Backman C.W. *Social Psychology* 1964 and Backman C.W and Secord P.F. *Problems in Social Psychology*

**1971:** Eight reference books

**1972:** Text: Freedman J.L. Carlsmith J.M and Sears D.O. *Social Psychology*, 1970

**1975 and after:** Baron R.A. Byrne D. and Griffitt W. *Social Psychology*, 1974. Subsequent editions were published in 1977, 1981, 1984, 1987, 1991, 1994, 1997, 2000, 2003, 2006.

Representatives of textbook publishers were regular visitors, eager to promote their books. In 1974, Dr Crabbe, as Co-ordinator of the course, received a visit from a representative of a small American publisher, Allyn and Bacon, bringing a copy the first edition of a new text in Social Psychology: Baron R.A. Byrne D. and Griffitt W. *Social Psychology* Allyn and Bacon Inc, 1974. The topics covered fitted perfectly with the syllabus set by Drs Crabbe, Craddock and Walker, so it was adopted as the text. With new editions every three years or so, it was retained as the text for the next thirty years.

It would seem to be a publisher's dream for a course to have kept the same textbook for over 30 years. However, the Baron and Byrne text was constantly updated from the First edition in 1974 to the 11th

edition in 2006, so was always up to date with research and references. Another reason was with regard to students' finances: when a new edition came out, it was felt that it was not necessary to supplant the previous one. So although other publishers kept bringing competing books to their attention year after year, the lecturers made a conscious decision to retain the Baron and Byrne book as the text and did not receive or expect to receive any benefits from the publisher.

But in the fifty years, there were of course many textbooks published. In Table 6.5, the author has attempted to summarize the topics covered in the various books, listed chronologically by publication date, so possibly revealing any changes through time in the topics of principal interest. For example, previous textbooks soon after the war years and prior to the period covered included Rumour and Propaganda, but that received less attention by the 1960s.

Additionally, of course, journal articles were required reading. In the years before on-line access to articles was available, a limited number of photocopies of references were placed in a section of Fisher Library known as "Special Reserve".

**TABLE 6.5 TOPICS COVERED IN A RANGE OF INTRODUCTORY SOCIAL PSYCHOLOGY TEXTBOOKS, 1962-2006**

Author Initials & Date by Chapter topics	KK 62	SS 69	McD 74	Mid 74	H 76	BB 77	GG 81	S 91	A 95	BK 96	L 97	Mo 98	My 99	BB 00	SM 00	VH 02	C 03	Br 06	G 06
Intro to Social (B)	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Challenges of Soc Psych (M)																			
Implications of Social								x									x		
Doing Social (Research Methods)			x	x	x		x		x			x			x				
Soc Psych Theoretical Roots			x				x										x	x	
Social Perception			x	x	x	x	x			x	x			x	x		x	x	
Social Cognition	x		x					x	x					x		x	x		
Social Judgment										x			x					x	x
The Self		x	x	x			x	x	x		x	x	x	x	x			x	x
Social Exchange						x													
Attitudes and Behaviour	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x
Persuasion			x	x	x				x		x	x	x		x	x		x	x
Social Influence /Conformity	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Groups	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x
Prejudice, Stereotypes		x		x		x	x		x		x	x	x	x		x	x	x	x
Interpersonal Relationships/Attraction			x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Helping/Altruism			x	x	x	x	x	x		x	x	x	x	x	x	x		x	x
Aggression			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Attributions							x	x			x	x				x	x		x
Gender								x				x	x	x					
Applying Social Psychology							x			x		x	x	x					
Emotion																			x
Morality, Justice, Co-operation							x										x		x
Roles			x																
Motivation	x																		
Society and Culture	x		x										x				x		
Leadership	x		x				x									x			
Language			x													x			
Physical Environment						x										x			
Conflict and Peacemaking																			
Collective / Crowds			x														x		
Reference Groups		x																	
Social Learning					x														

The column headings show the initials of the author(s) of each book and date of publication. Full details of the books are listed below in chronological order.

The table shows a Content Analysis of chapter headings, or stated content, in a range of Introductory Social Psychology books in the present author's collection. X in a cell indicates that the topic in the side column was given prominence in the Chapter headings or stated content of that book. However, it is possible that some of the topics not shown for a particular book were still covered by that book, but not as prominently. Nevertheless, the table gives a guide as to the main topics covered in a large number of textbooks over these years.

The table shows that the topics most consistently covered over the entire period were Attitudes and Behaviour, Social Influence and Conformity, Groups, Prejudice and Stereotypes. Also, beginning in the 1970s and continuing thereafter: Interpersonal Relations and Attraction, Altruism and Helping Behaviour and Aggression were regular topics. Other topics were covered less consistently.

All the major topics were included in the teaching of Social Psychology in the School of Psychology at Sydney University in this period.

#### **INTRODUCTORY SOCIAL PSYCHOLOGY BOOKS REFERRED TO IN TABLE 6.5, LISTED IN CHRONOLOGICAL ORDER, 1962 TO 2006**

Krech, David; Crutchfield, Richard and Ballachey, Egerton (1962) *The Individual in Society* New York: McGraw Hill (Authors at University of California at Berkeley)

Sherif, Muzafer and Sherif, Carolyn W. S (1969) *Social Psychology* New York: Harper and Row (both at Pennsylvania State University)

McDavid, John W. and Harari, Herbert (1974) *Psychology and Social Behaviour* New York: Harper and Row (McDavid at Georgia State University, Harari at San Diego State University)

Middlebrook, Patricia (1974) *Social Psychology and Modern Life* New York: Alfred A. Knopf (Author at Central Connecticut State College)

Harrison, Albert A. (1976) *Individuals and Groups-Understanding Social Behaviour* Monterey, California: Brooks/Cole Publishing Company (Author at University of California at Davis)

Baron, Robert A. and Byrne, Don (1977) *Social Psychology* 2nd ed. Boston: Allyn and Bacon (Robert Baron at Rensselaer Polytechnic Institute, Don Byrne at State University of New York at Albany)

Gergen, Kenneth J. and Gergen, Mary M. (1981) *Social Psychology* Harcourt Brace Jovanovich, Inc. (Authors at Swarthmore College)

Sampson, Edward (1991) *Social Worlds – Personal Lives* San Diego: Harcourt Brace (Author at California State University, Northridge)

Aronson, Elliot (1995) *The Social Animal* 7<sup>th</sup> ed W.H. Freeman and Company (Author at UC at Santa Cruz) (Previous editions in 1972, 1976, 1980, 1984, 1988, 1992)

Brehm, Sharon and Kassir S.M (1996) *Social Psychology* 3<sup>rd</sup> ed Boston: Houghton Mifflin Company (Brehm at State University of New York at Binghamton, Kassir at Williams College)

Lord, Charles G. (1997) *Social Psychology* Fort Worth: Harcourt Brace College Publishers (Author at Texas Christian University)

Moghaddam, Fathali M. (1998) *Social Psychology (Exploring universals across cultures)* New York: W.H. Freeman and Company (Author at Georgetown University)

Myers, David G. (1999) *Social Psychology* 6<sup>th</sup> ed. Boston: McGraw-Hill College (Author at Hope College, Holland, Michigan) (I also have 8<sup>th</sup> ed)

Baron, Robert A. and Byrne, Don (2000) *Social Psychology* 9<sup>th</sup> ed. Boston: Allyn and Bacon (Robert Baron at Rensselaer Polytechnic Institute, Don Byrne at State University of New York at Albany) (Previous editions 1974, 1977, 1981, 1984, 1987, 1991, 1994, 1997, 2000, 2003, 2006)

Smith E.R. and Mackie, Diane M. (2000) *Social Psychology* 2<sup>nd</sup> ed Philadelphia: Psychology Press (Smith at Purdue, Mackie at UC, Santa Barbara)

Vaughan G. and Hogg M. (2002) *Introduction to Social Psychology* 3<sup>rd</sup> ed. (Vaughan at University of Auckland, Hogg at University of Queensland)

Carr, Stuart C. (2003) *Social Psychology (Context, Communication and Culture)* Australia: John Wiley and Sons (Author at Massey University in Albany, Auckland)

Brown, Jonathon D. (2006) *Social Psychology* New York: McGraw Hill (Author at University of Washington)

Gilovich, Thomas; Keltner, Dacher and Nisbett, Richard E. (2006) *Social Psychology* New York: Norton and Company (Authors: Gilovich at Cornell, Keltner at University of California at Berkeley, Nisbett at University of Michigan)

## **ASSESSMENT AND EXAMINATIONS**

### **Tutorial class assessment**

In 1973, as co-ordinator of Social Psychology IIB/III, the author devised a project in which students in all tutorial classes participated, on social contact of high-rise unit dwellers, low-rise and detached houses. This was a very large undertaking to co-ordinate the collection and computer entry of the data. Students then submitted a research report on the topic. Practical exercises in later years were not as ambitious. In some subsequent years, students were required to write up one of the class research projects of their own choosing for assessment

The class information for 1980 shows that in that year, an alternative was to write an extended essay on the topic they had presented as a class seminar.

From likely the early 1990s, to reduce the very large amount of marking, the research report or essay was replaced by a class quiz on the tutorial work, consisting of multiple-choice items, and administered in the final week of classes.

From 1992, tutors were permitted to devise their own class quizzes, with questions appropriate for what they had been teaching. To ensure equality, marking was standardized by equating distributions of marks between tutors.

### **Examinations**

The main noticeable change over the entire 50-year period from the early 1960s to the late 2000s was a move from having examinations composed totally of essay questions to totally multiple-choice questions. The exams were based mainly on lecture content and associated reading.

In the 1960s up to and including 1967, when the Social Psychology was taught over the whole year, the examination was held in November in the period commencing a week after third term concluded. Social Psychology had a three-hour examination, requiring each student to answer four essay questions, from a choice of eight (seven in 1965 to 1967). Each question had alternatives (a) and (b) with the instruction that alternative (a) was recommended for Day students, and alternative (b) for evening students.

From 1968, with courses now being taught within a single term, examinations were held at the end of each term for those courses. The Social Psychology examination paper at the end of 2<sup>nd</sup> term 1968, held on 29<sup>th</sup> August, was 90 minutes long (half of a three-hour exam). The examination had separate papers for Honours and Pass students in Social Psychology. In the Pass exam, students were required to write essay answers to two questions with a choice within each: one on research methods or authoritarianism, the other on attitudes or values.

In the 1960s and up to 1975, the questions required an essay answer. For example, in 1973, the examination was still a ninety-minute paper, asking students to answer two questions from a choice of three topics for each question.

However, from 1976, some questions requiring short answers were introduced. For their parts of the syllabus, Drs Crabbe and Craddock offered the choice of an essay or short answer questions. Dr Walker offered only questions requiring very short answers and multiple-choice questions. There were some advantages in this change in that it provided a range of examination styles and allowed for more parts of

the syllabus to be examined. There was also an economy of time spent marking, given the large number of students taking the course. While typically it took longer to devise short-answer/multiple-choice questions, students had to spend much more time reading the four pages of questions, compared to a few lines of an essay question. So marking short-answer and multiple-choice questions was less time consuming than marking essays, and answers were more likely either right or wrong, compared to the greater subjectivity of essay marking.

Nevertheless, essay questions remained within examinations until the late 1990s. It was then that the then Head of Department, Ian Curthoys, encouraged staff to reduce marking time by examining entirely by multiple-choice questions. He recognized how time-consuming marking was and detracted from other duties required of staff, particularly research. Marking had been particularly onerous for Social Psychology staff because of the high number of students choosing that option in their Third Year.

Answer sheets were sent to the Testing Service provided by the University of New South Wales. In addition to providing a score for each student, analyses of the data provided the percent of students giving each answer A to E, and the point bi-serial correlation between getting a particular question right and that student's total score, as a measure of the validity of the question.

### **Topics covered in the examinations**

#### **TABLE 6.6 EXAMINATION TOPICS IN THIRD YEAR SOCIAL PSYCHOLOGY, 1964 TO 1991**

Table 6.6 gives a summary of the broad topics covered in the exams, so also reflecting changes in the syllabus over time. The topics are shown in the columns, the numbers relating to the following topics. Years are shown in the rows.

- 1 Social Research Methods
- 2 Attitudes
- 3 Values
- 4 Authoritarianism
- 5 Helping behaviour
- 6 Culture, society and personality
- 7 Social norms, conformity and influence
- 8 Persuasive communication
- 9 Groups (including risky shift, group polarization, group think)
- 10 Leadership
- 11 Non-verbal behaviour
- 12 Crowding
- 13 Attraction
- 14 Environmental -Social contact, privacy, defensible space
- 15 Attribution theory
- 16 Aggression, violence on TV
- 17 Deindividuation
- 18 Social facilitation
- 19 Panic
- 20 Conflict
- 21 Prejudice and Stereotypes

TOPIC /YEAR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1964	x					x	x	x	x												
1965	x	x					x	x	x												
1966	x	x				x		x	x												
1967	x	x				x	x	x													
1968	x	x	x	x																	
1973		x		x			x	x	x	x											
1974	x		x	x	x	x			x	x	x	x									
1975	x				x					x		x	x	x	x						
1976					x				x	x			x	x	x	x	x	x			
1977					x		x			x		x	x	x	x	x	x				
1978	x		x		x							x	x	x	x	x			x	x	
1980					x				x			x	x	x	x	x	x		x	x	
1981					x				x	x			x			x	x	x		x	x
1982					x				x				x	x			x	x		x	x
1983					x								x		x		x	x		x	x
1984					x					x			x		x	x	x	x			x
1985					x				x				x		x	x	x	x			x
1986					x								x		x			x			x
1987					x				x	x			x			x	x	x		x	x
1988					x				x	x			x		x		x	x			x
1989					x				x	x						x		x			x
1990					x				x	x			x		x						x
1991					x				x	x	x		x		x			x			x

Summarizing the above table, it can be seen that the topics most consistently examined over the years 1964 to 1991 were:

Groups and Leadership (9 and 10) continuously since 1973

Helping Behaviour (5) continuously since 1974

Attraction (13) and Attribution Theory (15) continuously since 1975

Aggression (16), Deindividuation (17) and Social facilitation (18) continuously since 1976

Prejudice and Stereotypes (21) continuously since 1981

Other topics were included for shorter periods were:

Method (1), Attitudes (2), Values (3) and Authoritarianism (4) only from 1968 into the 1970s.

Crowding (12) only from 1974 to 1980

Conflict (20) only from 1978 to 1983.

Culture (6), Social norms and influence (7), Persuasive communication (8) and Non-verbal Behaviour (11) and Panic (19) made only one or two appearances.

The table above shows that questions on “Environmental: Social contact, privacy, defensible space” were included up to 1980, but then not. This is because, from 1981, these topics were taught within the Environmental Psychology Minor Option. With the discontinuation of Minor Options from 1992, Environmental Psychology was again taught within the Social Psychology course until Dr Crabbe ceased teaching in the course from 2009.

From 1991, multiple-choice questions replaced essay questions as the form of the examination paper and have not been summarized here.

**Examination Questions for students in the Day class in the 1960s, taught by John Maze**

The following is a separate content analysis of the topics of examination questions for this class. John Maze’s prime interest was in Theoretical Psychology rather than Empirical, which was partly reflected in his Social Psychology Syllabus.

**TOPICS**

- 1 Role Theory, Psychoanalytic Theory, Socialization
- 2 Social processes in mental illness
- 3 Cultural Differences
- 4 Reference Groups
- 5 The Authoritarian Personality
- 6 Basic Personality type, personality development
- 7 Ideology
- 8 Persuasion
- 9 Language

TOPIC /YEAR	1	2	3	4	5	6	7	8	9
1964	x	x	x	x	x	x			
1965	x	x	x	x	x	x			
1966	x	x		x	x	x	x	x	x
1967	x	x	x	x	x		x		x

**EVALUATION**

From the mid-1970s, students were asked to provide an evaluation of lectures. An evaluation of the tutorials was probably first carried out in 1980 and in most subsequent years.

**CO-ORDINATORS OF SOCIAL PSYCHOLOGY COURSES**

Brian Crabbe was Co-ordinator of the main Social Psychology courses for most years from 1973 (the year he returned to the Department as a Lecturer) until 2003 (the year he retired from his full-time position). However, he remained involved in teaching for a further five years, up to and including 2008, as an Honorary Senior Lecturer. In 2004, Alan Craddock was Co-ordinator of the third-year course, now called

“PSYC3212 Social Psychology”. In 2006, Michael Walker was Co-ordinator, most likely while Alan Craddock was on Study Leave. Lisa Zadro was Co-ordinator in 2007, now called “PSYC3017 Social Psychology”.

## **CHAPTER 7. OTHER UNDERGRADUATE COURSES IN SOCIAL PSYCHOLOGY**

### **MINOR OPTIONS IN SOCIAL PSYCHOLOGY IN THIRD YEAR**

The system of “Major” and “Minor” Options within the Third-Year course began in 1972. In each Minor Option at that time, there were nine one-hour lectures and nine one-hour tutorials. A Minor Option carried half the weight of a Major Option.

Prior to 1992, there were two Minor Options in the area of Social Psychology: ‘Environmental Psychology’ and ‘Social Skills’ (later called ‘Social Interaction’).

In 1992, the Major/Minor system ceased when the Third-Year course structure was changed to one-semester long (13 weeks) Units of Study, worth 4 credit points each, identified as PSYC3201 to 3215. Some former “Minor Options” were discontinued, others were continued by adding more content or were combining with other former Options. Alan Craddock and Michael Walker collaborated in adding Counselling topics to Dr Walker’s former Minor Option “Social Interaction”, creating a new course “PSYC3214 Communication and Counselling”. “Environmental Psychology” was one of the former Minor Options that ceased as a separately identified course, when Brian Crabbe elected to continue some of the Environmental Psychology content into the expanded PSYC3212 Social Psychology unit of study. That content continued until 2008, after which he ceased to be involved in teaching.

### **ENVIRONMENTAL PSYCHOLOGY AS A THIRD-YEAR MINOR OPTION**

*(More details about the area of Environmental Psychology can be found in Chapter 10 “Environmental Psychology” and some course documents in Appendix 4:3)*

Environmental Psychology was a Minor Options from the time the Major/Minor Options system was first set up in 1972. Initially it was taught by Dr Irene Edmonds whose area of specialization was Perception. The syllabus for 1976 states only that “This course will involve the study of some aspects of the complex interchange between individuals and their environment”. The textbook was Ittelson W.H et al *An introduction to Environmental Psychology* Holt, Rinehart and Winston, 1974. A full syllabus was available for 1977, covering the topics The Emergence of Environmental Psychology, Methodology, Perception, Social and Individual Development.

At that time it was not an option specifically in Social Psychology. After Dr Edmonds retired, from 1981 Brian Crabbe and Alan Craddock took over the teaching of the course but with a different syllabus that fitted their Social Psychology interests. Some of the course content had previously been taught in the Social Psychology Major option.

#### **Environmental Psychology Minor Option Syllabus**

The syllabus in 1981 specifies:

Social variables: Social Interaction, personal space and privacy, crime and aggression;

Environmental variables: The City – the effects of density and crowding on social behaviour; and The Built Environment – the effect of varying designs of housing, offices and social institutions (schools and hospitals) on social behaviour; and

Special problems of particular groups: Children, Marital partners, Families. Communities.

There was no prescribed textbook, but in 1981 listed as references were: Heimstra N.W. and McFarling C.H. *Environmental Psychology*, Monterey, California: Brooks, Cole Publishing Company, 1974, and Altman I. *The Environment and Social Behaviour* Monterey, California: Brooks, Cole Publishing Company, 1975.

In 1986, the syllabus was the same, but reference books listed were now Fisher J.D., Bell P.A. and Baum A. *Environmental Psychology* N.Y.: Holt, Rinehart and Winston, 2<sup>nd</sup> ed. 1984 and Holahan C.J. *Environmental Psychology* N.Y.: Random House, 1982.

By 1990, the syllabus included more aspects of the physical environment and their effects on social behaviour:

Environmental variables:

Building interiors – the internal design of houses, offices and mental institutions, and

Site Plans - various housing types: detached houses, low rise units and high-rise units, and

The City – the effects of density and crowding and other environmental stressors;

Social variables: Social Interaction, attraction and friendship; Personal space, territoriality and privacy. Aggression, Crime and Helping behaviour.

Special problems of particular groups: Children, Marital partners, Families. Communities.

The references were the same as 1986.

### **Environmental Psychology Projects**

As indicated previously, Environmental was taught as a Third Year Minor Option from 1981 to 1991. But prior to that, from 1973 to 1980 and from 1992 to 2008, it was included in the Third Year “Social Psychology” course.

As shown in Chapter 6 “Social Psychology in Third Year”, in the 1970s projects included the following:

Social contact as a function of housing type	A field study in which students interviewed a resident living in each of three types of housing (detached house, low rise unit and high-rise unit) in the same suburb of Sydney, about their social contacts with neighbours in the twelve residences closest to their own and beyond those within the suburb.
Effect of site plan and road use on social contact between neighbours	A field study examining the possible effect of volume of traffic in an individual’s street on their social contact with neighbours. Students interviewed respondents outside of class who did not know the hypothesis of the study.

Throughout the 1980s, Brian Crabbe was an Honorary Trustee at the Lane Cove River State Recreation Area. Through that connection, he supervised several research projects that involved students collecting data in the park. That led to other projects further afield in the 1990s after his period as a Trustee had ended in 1989. A former ranger at Lane Cove State Recreation Area had moved to the Port Macquarie office of the National Parks and Wildlife Service. Under Dr Crabbe’s supervision, several field

projects were carried out in that region of New South Wales, with Environmental Psychology III students and also Master of Arts (Pass) students. These involved extensive organization, including seeking university approval, liaising with National Parks, organizing transport and accommodation, in addition to planning and devising data collection procedures, both prior to and in the field.

(See details of these projects in Chapter 10 Environmental Psychology.)

After 1991, Environmental Psychology was again taught within the main Third Year Social Psychology course until 2008, after which the teaching of Environmental Psychology within the School of Psychology ceased. Coincidentally, an article in the *Australian Psychologist* at around the same time, lamented that Environmental Psychology was being taught in very few Australian universities.

### **Environmental Psychology Examinations**

The questions in the Environmental Psychology Minor Option examination paper in November 1980 confirm that the course up until then was taught by Irene Edmonds, with the main emphasis on Perception of the Environment. Topics covered in her examination in 1980 were: The emergence of Environmental Psychology as an area of study; Theoretical and Conceptual approaches; Methodological issues in Environmental research; Perception of the environment; Interpersonal distance and social interaction.

The table of examination questions in the Social Psychology Major course (see Chapter 6 “Social Psychology in Third Year”) shows that questions on “Environmental - Social contact, privacy, defensible space” were included there up to 1980. From 1981, these topics transferred to the Environmental Psychology Minor course, then taught by Brian Crabbe and Alan Craddock.

From 1992, all Minor Options ceased and the Environmental Psychology content was transferred back to the main Third Year Social Psychology course.

For the period 1981 to 1991, when Drs Crabbe and Craddock taught the Minor Option course, the examination topics are summarized in the following table.

**TABLE 7.1 Examination topics in the Environmental Psychology Minor Option 1981-1991**

1. Residential housing types (esp High-rise buildings) and social contact (BC)
2. Rural vs city differences in helping behaviour (BC)
3. Space, privacy and territoriality, including the needs of families (AC)
4. Geographical isolation in the city and social networks (AC)
5. Population density, crowding, overload theory, specialized withdrawal (BC)
6. Environment design for specific groups: mental patients, office workers, the elderly etc (BC)
7. Effect on environment on value systems (AC)
8. Effects of low-quality housing (AC)
9. Crime and defensible space (BC)
10. Noise and sources of stress in the physical environment (BC)
11. Post occupancy evaluations

YEAR/ TOPIC	1	2	3	4	5	6	7	8	9	10	11
1981	x	x	x	x							
1982	x		x	x	x	x		x			
1983		x	x	x		x			x		
1984		x	x	x		x			x		
1985			x	x	x	x		x	x	x	
1986	x		x	x					x		
1987			x	x	x	x		x	x		
1989	x		x				x			x	
1990			x	x	x	x		x			
1991			x	x	x	x		x			x

### **SOCIAL SKILLS / SOCIAL INTERACTION AS A THIRD YEAR MINOR OPTION**

Michael Walker offered a course in “Social Skills” (later called “Social Interaction”) as a Minor Option, probably from 1975. The textbook was Argyle, M. “The Psychology of Interpersonal Behaviour” Penguin, 1973. The 1976 course syllabus covered Personality and Social Behaviour; the Social Skills model; Control Systems in Interpersonal Relations; Verbal and Non-Verbal behaviour; The components of social skills training programs; Social Skills at work; Social skills and psychotherapy. (See Appendix 4:4 for some original documents of syllabi for this course).

### **PSYC3214 COMMUNICATION AND COUNSELLING**

With the discontinuation of “Minor Options” in 1992 and the introduction of separate 4 credit point units (of equal weight to former “Major options”), Alan Craddock and Michael Walker collaborated by adding content on Counselling by Alan to Michael’s former minor option “Social Interaction”, to form a new course “PSYC3214 Communication and Counselling”. From 2006, this course became identified as PSYC3019 when all Third-Year courses became 6 credit point units.

## **PSYCHOLOGY FOR SOCIAL WORK**

See Chapters 3 and 5 for the origins of this course.

“Psychology for Social Work” began as a course within the Social Work Department in 1991, initially staffed by members of the Psychology Department. Later, the Social Work Department appointed a staff member previously in the Psychology Department to a position in their Department, Ms Agi O’Hara.

There were three components of this course: two were Abnormal Psychology (identical to the course within Psychology 3), Personality (identical to the course in Psychology 2), and a specially designed course in Social Psychology called “Problems in Everyday living”. Dr Walker took responsibility for this course, with a small number of lectures being given by Drs Crabbe and Craddock

The examination held on 20 November 1991 shows three Sections: Section A: Abnormal Psychology, Section B: Problems in Everyday Living and Section C: Personality. Students were given the unusual choice of completing Section 3 either as a part of the 3-hour examination, or they could leave the exam after 2 hours and complete Section 3 as a take-home examination, to be submitted seven days later.

In the “Problems in Everyday Living” examination, students were required to write brief notes on six of the ten questions, which covered the topics of Reactions to grief; Risks of drugs, nicotine and drugs; Stress as a cause of headaches; Co-habitation issues; Housing for the elderly; Aggression; Post Traumatic Stress Disorder; Torture. In the 1993 examination, students wrote answers from a choice of eleven questions, covering the topics: Schizophrenia and its management; Addicting behaviour; Bereavement; Marital role expectations; Type of families; Privacy; Aggression; Learned helplessness; Child sexual assault; High densities in prisons; Unemployment and health.

## **CHAPTER 8. PSYCHOLOGY IV (HONOURS)**

### **ENTRY REQUIREMENTS FOR PSYCHOLOGY IV (HONOURS)**

From at least the 1950s, and probably earlier, there were two separate streams in the undergraduate course in Psychology: Pass and Honours. Students who gained at least a “Credit” or “Pass (Order of Merit)” in Psychology I were permitted entry into the Honours stream if they so desired.

In the late 1970s, the separate Pass and Honours streams were discontinued, and any student with at least a Credit average was permitted to progress to Psychology IV (Honours). But the number of students wishing to do that gradually grew to be beyond the resources of the Department, because 80% of the course involved individual supervision. A quota was introduced so that effectively students eventually needed at least a Distinction average to progress to Psychology IV (Honours).

In the document “Changes to Psychology Units of Study from 1999” it was stated that “entry to Psychology 4 Honours is subject to a quota (currently 55 places). Students applying for entry to Honours or the Graduate Diploma in Science (Psychology) will be ranked in order of merit based on their average performance across all units of Psychology taken in 2<sup>nd</sup> and 3<sup>rd</sup> year”, with a weighting of subjects to ensure students had equality of opportunity.

As an alternative from at least the 1960s, students who did not qualify for entry into Psychology IV (Honours) could obtain a fourth year in Psychology by candidature for the **Master of Arts (Pass)** following completion of requirements for a Bachelor’s (Pass) degree. (See Chapter 9)

### **PSYCHOLOGY IV (HONOURS) COMPONENTS**

The Psychology IV (Honours) course had three main components: an Empirical Research Project (worth 40%), a Theoretical Thesis (worth 40%) and attendance at two “Special Fields” seminars, exams in which counted for a total of 20% of the overall year mark. Evening students completed Psychology IV over two years.

### **SOCIAL PSYCHOLOGY WITHIN PSYCHOLOGY IV (HONOURS)**

From the beginning of the 1970s, the number of undergraduate students taking the Social Psychology course in Third Year were among the highest enrolments in the Department. This also resulted in Social Psychology becoming the area which the largest number of students selected for their Fourth Year Honours Research project, typically about 12 out of a year enrolment of about 50.

#### **Research Projects**

Throughout the 1970s, 80s, 90s and into the 2000s, Brian Crabbe, Alan Craddock and Michael Walker each supervised the research of about four students a year who had elected Social Psychology as their research area. The topics chosen by students were generally within staff members’ broad areas of interest.

For example, in the list of “Potential Supervisors” provided to prospective students in 1990:

Dr Crabbe’s supervision interests in Social Psychology are shown as Helping Behaviour, Interpersonal Attraction and Social Relationships, Social Influence, Attitudes and attitude Change, Applying Social

Psychology (eg to jury decisions), Social research methods. In environmental Psychology: Environmental influences on Social Behaviour;

Dr Craddock's interests in Social Psychology as Close relationships, Group Dynamics, Sex-role orientation, and Attitudes and attitude change; and

Dr Walker's interests in Social Psychology as Nonverbal communication, Child social development, Attribution theory and social cognition, Social influence. Dr Walker also listed interests in Human Performance: Road related and Gambling.

### **Seminars and Examinations**

Students who chose to do their Research Project in Social Psychology also attended a weekly two-hour seminar in Social Psychology. Other students who chose Social Psychology as a Special Field also attended. Drs Crabbe, Craddock and Walker each led the seminar for an equal number of weeks. Students typically took turns to present a seminar on a selected topic.

The seminar topics and examination questions related closely to the particular interests of the three staff members:

For Brian Crabbe, they were principally Social Research Methods and Environmental Psychology. Topics relating to his other areas of interest included: Friendship and interpersonal attraction, Jury decision making, Conformity and compliance, and Helping behaviour.

For Alan Craddock, the seminar topics covered were principally on his area of interest: Relationships within families.

Michael Walker had more diverse interests, including Non-verbal behaviour, Interpersonal relations, Ethnomethodology, Gambling, Obedience, Society, Socialization and Child rearing, and Cross-cultural comparisons.

The available examination papers from 1973 to 1993 in Psychology IV in the "Social Psychology Special Field" provide information on the topics covered. (See Table 8.1). In a ninety-minute exam for each of the two Special Fields in which students had chosen to attend classes, they were required to answer two questions from one of the Special Fields and one question from the other.

**Table 8.1 Topics covered in Social Psychology “Special Fields” Psychology IV (Honours) Examination Papers 1973-1993**

The number preceding each topic in the list below refers to the Topic number in the table and the initials refer to the staff member presenting that topic (BC Brian Crabbe, AC Alan Craddock and MW Michael Walker).

- 1 Values, attitudes, beliefs (BC)
- 2 Social research methods (BC)
- 3 Evaluate Soc Psych literature on any current problem (BC, MW and AC)
- 4 Non-verbal behaviour (MW)
- 5 The built environment and social behaviour. Privacy. Noise. (BC)
- 6 Friendship, interpersonal attraction, interpersonal relations (BC, MW)
- 7 Ethnomethodology (MW)
- 8 National character and cross cultural (MW)
- 9 Society. Socialization. Children. (MW)
- 10 Marital power and family violence (AC)
- 11 Gambling (MW)
- 12 Jury deliberations (BC)
- 13 Conformity, compliance and obedience (BC, MW)
- 14 Helping behaviour and the elderly (BC)

YEAR/ TOPIC	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1973	x	x	x											
1974			x	x	x	x								
1976	x	x		x	x		x	x						
1981			x		x				x	x	x	x		
1982			x							x				
1983	x	x			x					x	x		x	
1984		x							x	x				
1985		x				x			x	x				x
1987		x	x						x	x				
1988		x	x						x					
1989		x			x	x			x					
1993		x							x	x				

## CHAPTER 9. POSTGRADUATE DEGREES

### “MASTER OF ARTS (PASS)” 1966 TO 1998, AND “GRADUATE DIPLOMA IN SCIENCE (PSYCHOLOGY)” FROM 1999

The Master of Arts (Pass) degree likely began in 1966, as that is the first year for which records show an allocation of staff for examination marking in this course. In 1967, the courses listed as available within the MA (Pass) did not include Social Psychology. That year, the courses listed were General Psychology, Clinical Psychology, Experimental Psychopathology, Educational Counselling and Vocational Guidance. 1968 seems to have been the first year in which Social Psychology was taught within this degree.

The Master of Arts (Pass) was a way of obtaining a fourth year in Psychology for students who did not qualify for entry into Psychology IV (Honours). The MA (Pass) did not allow progression to a PhD, but the course information document for 1968 shows that, at that time, successful completion did permit progression to the “Diploma in Psychology” which at that time was the degree that provided training for students to become Clinical Psychologists. But later, likely from the 1970s, progression to the post graduate training in Clinical Psychology was permitted from only the Psychology IV (Honours) degree.

Nevertheless, until the late 1990s, the Australian Psychological Society accepted the MA (Pass) for membership of the Society and the NSW Registration Board accepted it for registration as a Psychologist. However, this also changed when the Australian Psychological Society decreed that a fourth year must be at Honours level for membership of the Society. The New South Wales Registration Board later also adopted this requirement.

So now with the MA(Pass) no longer an acceptable degree for entry into the profession of Psychology, there was increased demand by students for an Honours Fourth Year course. Already the Department of Psychology had a quota on the number of students who could be accepted into Psychology IV (Honours) even though they had satisfied the minimum criterion of a Credit in Second and Third year. The Department’s teaching resources could not extend to accepting an increased number of students into the Psychology 4 (Honours) course, 80% of which was individual supervision of student’s research.

So to replace the MA (Pass), an “Honours equivalent” post graduate degree was devised which included provision for supervision of students in groups. The nomenclature preferred by the APS was “Post Graduate Diploma in Psychology” (as distinct from their preferred “Graduate Diploma in Psychology” consisting of undergraduate courses in Psychology for students who already held a bachelor’s degree. See Chapter 3 “Students and Degrees”). But this was in conflict with the University of Sydney’s nomenclature. So the generic name in use by the Faculty of Science was used, with the word Psychology in brackets. The degree became known as the “**Graduate Diploma in Science (Psychology)**” (GDS for short) and began in 1999. (See document in Appendix 4:8)

Although the GDS (Psychology) was regarded as “Honours Equivalent”, progression to a PhD or Diploma in Clinical Psychology was not usually permitted by the Psychology Department, except in a few rare cases for students who topped the year in the GDS. However, the GDS did satisfy academic requirements for Australian Psychological Society membership and NSW Registration Board requirements, as the MA (Pass) previously had.

The change of name from an Arts degree to a Science degree reflected the Faculty of primary affiliation at the time. As noted in Chapter 2, originally the Psychology Department was a member of the Faculty of Arts. While Psychology could also be studied as a major within a Science or Economics degree, the great majority of Psychology students were undertaking an Arts degree. Such was the strength of the affiliation with the Faculty of Arts, at one time one of the members of the Psychology Department had been selected to the head administrative role there, as the Dean of Arts. She was Dr Patricia Lahy.

But in the mid-1970s the Department of Psychology changed its principal affiliation to the Faculty of Science. It was therefore natural that any newly named degrees might reflect the affiliation with Science.

It is also worth noting that, with the Psychology Department being a member of the Faculty of Science, another member of the Psychology Department, Dr Helen Beh, became Acting Dean of Science around 1994, until another Psychologist, Beryl Hesketh, succeeded her. However, Dr Hesketh had not been a member of the Sydney Psychology Department, rather having held positions previously in the Psychology Departments at the University of New South Wales and then Macquarie University.

### **MASTER OF ARTS (PASS)**

The Master of Arts (Pass) was available either as a research degree (called Plan A) or as a coursework degree (Plan B). The MA (Pass) could be taken full time (one year) or part time (two years).

### **MASTER OF ARTS (PASS) – PLAN A (BY RESEARCH)**

Typically only a small number of students chose Plan A. Students carried out a research project, individually supervised by a member of staff. The level expected was not quite as high as the Research Project by Psychology IV (Honours) students. Over the years until 2008, Brian Crabbe, Allan Craddock and Michael all supervised the research of a number of Master of Arts (Plan A) students.

### **MASTER OF ARTS (PASS) – PLAN B (BY COURSEWORK)**

Plan B was the most popular one, with over 100 students in the most recent years. Many had completed their bachelor's degree at other universities.

The Syllabus for 1968, the earliest available, shows the following courses were taught in Plan B: General Psychology, Fields of Psychology (areas of interest of new staff), Abnormal Psychology, Clinical Psychology, Social Psychology, Educational Counselling Psychology, Vocational Guidance and Quantitative Methods. Students were required to take General Psychology and three other areas.

By the 1980s, students were required to take "Psychological Theory", "Psychological Research", and a "Research Project" as well as a specified number of the other courses available. The Syllabus for 1986 shows the following courses in Plan B: Psychological Theory, Psychological Research, Abnormal Psychology, Theoretical Foundations of Clinical Psychology, Social Psychology and Educational Counselling Psychology.

The Syllabus for 1990 shows: Psychological Theory, Psychological Research, Abnormal and Health Psychology, Counselling Psychology, Psychology of Addiction, and Social Psychology.

Each of these components was taught over the full year, ie over three terms or, from 1989, two semesters, and consisted of a one hour lecture each week and a two hour tutorial.

With the introduction of individually named units at the university level rather than just departmental, in 2003 the stated required courses were PSYC4710 Research Project (over both semesters), PSYC4711 Psychological Research Methods (First Semester) and PSYC4712 Ethics and Current Issues in Psychology (Second Semester). Additionally, students were required to do two courses in First Semester from a choice of Cognitive Processes, Conceptual Foundations of Quantitative Methods, Developmental Psychology, Health and Safety Psychology, Individual Differences, Learning, Neuroscience, Perception, Social Psychology and Theory & Systems. In Second Semester, students were required to choose two out of the three courses offered: PSYC4716 Health and Safety Psychology Issues, PSYC4717 Counselling Psychology and PSYC4718 Psychology of Addiction.

Thus, by 2003, Social Psychology content had been reduced to one semester.

### **SOCIAL PSYCHOLOGY within the MA (Pass) Plan B / Graduate Diploma in Science (Psychology)**

For the Social Psychology component, a one-hour lecture was typically held on Mondays at 4.15pm, with a two-hour tutorial following at 5.15pm. There was always a certain dilemma in not repeating too much Social Psychology that students might have studied earlier, particularly as many of the students had completed their undergraduate degree at another university. Surviving syllabi show the following:

In 1968, the lecturers were Dick Thomson, John Berry and Alan Bordow. Brian Crabbe was one of the tutors. The syllabus covered: Methodological viewpoints; Research Methods and Instruments; Small groups (structures and processes in primary groups); Social control in wider social contexts (power, class, persuasion, mass communication and interpersonal influence); Normative group self-regulation (Social roles and norms, socialization, conformity and rebellion, authoritarianism); and Intergroup relations (group cohesion, conflict, stereotypes, international co-operation).

John Berry and Alan Bordow had left the department by 1973 and Dick Thomson died that year. Brian Crabbe returned to the Department that year and he and Alan Craddock took the lectures in 1973 and 1974, with the addition of Michael Walker from 1975.

From the 1970s, there were always a large number of students choosing Social Psychology within the Master of Arts (Pass) coursework degree.

In 1973, the lecturers were Brian Crabbe and Alan Craddock. The syllabus covered Methodology and Research Methods; Basic processes (attitudes, propaganda, interpersonal influence, conformity and norms, and interpersonal attraction); Small group Studies (including group structure and leadership); The individual in society (role theory, socialization, culture and personality, cross cultural studies, stereotypes and prejudice. The topics were similar to 1968, but interpersonal attraction and leadership appeared for the first time.

In 1974, Brian Crabbe lectured in First and Second terms, and Alan Craddock in Third. Dr Crabbe's topics were grouped as "The Individual in Society" and included Role Theory, Conformity and Social Influence, Collective behaviour (crowds), Helping behaviour, Interpersonal attraction, Cross Cultural studies, and Stereotypes and Prejudice. Alan Craddock's topics were Small groups, Group structure and Leadership.

From 1975, with the addition of Michael Walker to the Social Psychology staff, Drs Crabbe, Craddock and Walker taught one term each. In 1975, topics were specified by term and lecturer, reflecting more each lecturer's interests. In Term 1, Dr Walker's topics were Social behaviour and mental illness;

Designing environments for the control of social behaviour; Conformity; Sports and games in our culture. In Term 2, Brian Crabbe's topics were Interpersonal attraction and friendship; Attitudes towards other races and nations: prejudice, stereotypes and national character; Helping behaviour. In Term 3, Alan Craddock's topics were: Marriage and the family, Religious behaviour and Organizational Psychology.

In 1978, Brian Crabbe and Michael Walker were the lecturers, most likely because Alan Craddock was on leave that year. Brian Crabbe's topics were Interpersonal Attraction and friendship; Prejudice, Stereotypes and National Character; Helping Behaviour; Environmental effects on social behaviour. Michel Walker's topics included Human communication skills; Social behaviour and mental illness; Aggression and Violence; Sports and games in our culture.

In 1980 and 1981, topics had become decidedly applied, Alan Craddock covered Family studies and sex-role stereotypes. Michel Walker: Language and communication, Theories of love, Social aspects of alcoholism and the Social function of sports and games. Brian Crabbe: The environment and social behaviour and Affiliation and Attraction.

Topics covered in 1986, for example, were: The environment and social behaviour (BC), Affiliation and Attraction (BC), Power and Authority in close relationships (AC), Family Violence (AC), Language and Communication (MW), Social Skills Training (MW), The Social Psychology of Gambling (MW) and Socialization within Australia (MW).

Topics covered in 1990 were: The environment and social behaviour (BC), Affiliation and Attraction (BC), Power and Authority in close relationships (AC), Family Violence (AC), Studying and Working in Close Relationships (AC), and the Social Development of children and adults with special reference to the Australian multicultural society (MW), and Current issues in Social Psychology (MW).

Table 9.1 summarizes the Topics in the Social Psychology course in the MA (Pass) from 1968 to 1990.

**TABLE 9.1 TOPICS IN SOCIAL PSYCHOLOGY IN THE MASTER OF ARTS (PASS) COURSE, 1968 TO 1990**

BC=Brian Crabbe, AC=Alan Craddock, MW=Michael Walker

YEAR 19../ TOPIC	1968	1973	1974	1975	1976	1978	1980 1981	1986	1990
Research Methods	x	x	x						
Small groups	x	x	x						
Mass communication, Propaganda, persuasion	x	x	x						
Attitudes		x	x						
Interpersonal influence, Conformity, crowds	x	x	x	MW					MW
Social roles & norms, socialization	x	x	x					MW	
Authoritarianism	x								
Conflict & co-operation, Stereotypes, prejudice	x	x	x	BC	BC	BC			
Cross cultural studies	x	x	x						
Interpersonal attraction		x	x	BC	BC	BC		BC	BC
Leadership		x	x						
Helping behaviour				BC	BC	BC			
Social behaviour & Mental illness				MW	MW	MW			
Environmental				MW	MW BC	BC	BC	BC	BC
Sports & Games				MW	MW	MW	MW		
Marriage & Family				AC			AC	AC	AC
Religious behaviour				AC	AC				
Organizational Psychology				AC	AC				
Communication, Social skills					MW	MW	MW	MW	
Aggression & violence					MW	MW		AC	AC
Sex role stereotypes							AC		
Theories of love							MW		
Alcoholism							MW		
Gambling								MW	
Social development									MW
Attribution Theory						MW			MW

**CLASSWORK IN SOCIAL PSYCHOLOGY within the MA (PASS) and GDS (Psychology)**

Classwork consisted of presentation of discussion papers, research reviews and quizzes. Examinations were held within the Department three times during the year (weighted 60%) and class work counted for 40%.

## **EXAMINATIONS IN SOCIAL PSYCHOLOGY within the MA (PASS) and GDS (Psychology)**

A surviving exam paper from November 1972, when it was likely that Dick Thomson taught the course, shows that in that year, students were required to answer three essay questions but had a wide choice from eleven questions. These covered the topics: alienation, deviancy, child rearing practices, social attitudes and mass communication, violence, the authoritarian personality, deception in social psychological experiments, field and laboratory research, women's roles in contemporary society, and an existential approach in understanding social relations. The last question invited students to write and answer their own question.

In 1973, the first year that Brian Crabbe and Alan Craddock were involved in the course, students were required to answer three essay questions, selecting at least one from each of two sections. Section A covered the topics: attitudes and values, social research methods, environmental or cultural influences on social behaviour. Section B covered leadership and problem solving in groups.

From 1975 on, an examination was held each term (later semester) covering material taught by the staff member in that term. For those years, the table below includes only Dr Crabbe's topics, based on the only papers available. The table shows that questions related to his three areas: The effect of the environment on interpersonal relations, privacy, defensible space; Friendship, interpersonal attraction; and Altruism or Stress and the role of social support.

### **TABLE 9.2 EXAMINATION TOPICS IN SOCIAL PSYCHOLOGY EXAMINATIONS IN THE MA (PASS) COURSE, 1973 TO 1991**

- 1 Attitudes and Values (BC)
- 2 Social research methods (BC)
- 3 Effect of environment on interpersonal relations, privacy, defensible space (BC)
- 4 Cultural influences (BC)
- 5 Leadership (AC)
- 6 Small groups (AC)
- 7 Social influence and conformity (BC)
- 8 Prejudice, Stereotypes (AC)
- 9 Friendship, interpersonal attraction (BC)
- 10 Altruism (BC)
- 11 Stress and the role of social support (BC)

TOPIC/ YEAR	1	2	3	4	5	6	7	8	9	10	11
1973	x	x	x	x	x	x					
1974					x		x	x	x		
1975			x						x	x	
1976			x						x	x	
1977			x							x	
1978			x					x			
1980			x								
1981			x						x		
1982			x						x		x
1983			x						x		x
1984			x						x		
1986			x						x		x
1987			x						x		x
1988			x						x		x
1989									x		
1990									x		
1991			x						x		

#### **OTHER COURSES RELEVANT TO SOCIAL PSYCHOLOGY WITHIN THE MASTER OF ARTS (PASS) AND GDS (PSYCHOLOGY)**

Brian Crabbe, Alan Craddock and Michael Walker were also involved in other courses within the Master of Arts (Pass) and GDS (Psychology): Brian Crabbe in the “Field Research Methods” section of the “Psychological Research” course, Alan Craddock in a course on “Counselling Psychology”, and Michael Walker in “Psychology of Addiction”. Additionally, all three supervised group Research Projects in many years.

#### **Psychological Research**

In 1968, this course was called “Quantitative Methods”, with Dick Thomson, Bob Roger and Norm Holt as the lecturers. The three sections covered were “The Survey and Social Research Methods” which would have been taken by Dick Thomson, “Psychometrics” and “The analysis of data”. There was a one-hour lecture and a two-hour tutorial each week.

By 1973 the course had been renamed “Psychological Research”, and the syllabi for 1973, 1974 and 1975 show Norm Holt and Irene Edmonds as the lecturers. The topics were “Test Construction and scaling”, “Observational Studies” (which included survey research), and “Analysis of data”. In 1973 and from then on, there was a one-hour lecture and a one-hour tutorial each week. Additionally, each student participated in a research project for one hour each week.

By 1978, Norm Holt and Jack Radcliffe were the lecturers and by 1980, Norm Holt was the sole lecturer throughout the whole year.

Not long after that, in 1982 or soon after and most likely following Norm Holt’s retirement, Phil Sutcliffe became the lecturer. Recognizing Brian Crabbe’s experience in survey research methods, Phil Sutcliffe

invited Dr Crabbe to lecture on that part within the course. Dr Crabbe had already completed an extensive field research project between 1974 and 1978 on the social contact of high rise, low rise and detached house dwellers in five local government areas of Sydney. In 1979 and again in 1988, he had attended the Summer Training Programs of the two highly regarded institutions at the University of Michigan: the International Consortium for Political and Social Research (ICPSR) and the Survey Research Centre (SRC). In 1994, he was invited to participate in a Summer Training Program at ICPSR funded by the US Department of Justice, on “Quantitative Analysis of Crime and Criminal Justice”, following his major research project in New South Wales prisons.

The syllabus for 1986 shows Phil Sutcliffe and Brian Crabbe were the lecturers. The three topics continued, except that “Test construction and scaling” was now called “Variates and their Measurement”. Professor Sutcliffe lectured on “Variates and their Measurement” and “Analysis of Data”. Dr Crabbe lectured on “Observational studies: experiments, field studies and sample surveys”.

By 1986, and from then on, “Research Projects” was identified separately as one of the components in the MA (Pass) syllabus which students attended for two hours each week. (See later)

Professor Sutcliffe retired at the end of 1989, after which Margaret Charles took over his part of the course. So by 1990, the lecturers were Brian Crabbe and Margaret Charles. The syllabus was the same, but, beginning in 1989, the university’s academic year was divided into two semesters instead of three terms, so each lectured for one semester.

Dr Crabbe taught the Research Methods course as relevant to Social Psychology, principally “Field Research Methods”, giving a one hour lecture each week in Semester 1. In Semester 2, Margaret Charles lectured on “Psychological Measurement” and “Analysis of Data”.

**Field Research Methods Syllabus and Practical Exercises**

A copy of the course syllabus and tutorial classes can be found in Appendices 5.1 and 5.2. The syllabus (Appendix 5.1) included coverage of Tool of Enquiry (Direct Observation, Participant Observation, Unobtrusive Measures and Documents and Records); Interviews and Questionnaires (including attitude scales); Preparing for Fieldwork and Analysis of Survey Data. Practical Sessions (see Appendix 5.2) covered Direct Observation, Bias in Questionnaire Wording, the Relationship of the interviewer and the respondent, and Analysis including Sampling and Content Analysis.

Some of the class exercises frequently used were as follows:

Unobtrusive Measures	A field exercise in which students were required to devise an unobtrusive measure and validate it by direct observation or interview.
Sex Role of the Interviewer	This exercise examined possible effects of a respondent’s answers being influenced by their perceived expectations of the interviewer. Specifically, would respondents give a different answer to some questions depending on the sex of the interviewer.
Effects of variations in Question Wording	Students wrote questions that were either unbalanced or balanced (eg included a counter argument); varied in tone of wording (eg “not allow” versus “forbid”); or used the words “do you agree or disagree” versus “do you agree” (with a given statement) to test for “agreement response set”. They then administered their questions in the field.

The textbook used in later years was Babbie E. *The Practice of Social Research* USA: Wadsworth, 9<sup>th</sup> ed. 2001, and a major reference was Schuman H. and Presser S. *Questions and Answers in Attitude Surveys* New York: Academic Press, 1981.

With changes adopted by the Faculty of Science by which the semester components were separately identified, Brian Crabbe’s part of the course became identified as “PSYC4711 Field Research Methods” and from 2004 became part of “PSYC4501 Psychological Research Methods”.

Although Dr Crabbe formally retired in July 2003, he remained as an Honorary Senior Lecturer and continued teaching “Field Research Methods” until 2005. By 2004, Associate Professor David Grayson had taken over from Margaret Charles in teaching the “Experimental Design and Statistical Analysis” component while Brian Crabbe’s component was identified as “Field Research Methods” with a one-hour lecture and a one-hour tutorial over 13 weeks in one semester.

In the early 2000s, and probably before, and up to 2004, the “Psychological Research Methods” courses for Psychology 4 (Honours) and MA (Pass)/GDS differed as follows:

	<i>Semester 1</i>	<i>Semester 2</i>
<b><i>P4 Honours</i></b>	<i>Experimental Design and Statistics (David Grayson)</i>	<i>Measurement and Psychometrics (Joel Michell)</i>
<b><i>GDS</i></b>	<i>Experimental Design and Statistics (David Grayson)</i>	<i>Field Research Methods (Brian Crabbe)</i>

“Experimental Design and Statistical Analysis” was also taught in common to Psychology 4 Honours students, and the other part of the course for Psychology 4 students was “Psychometrics”, taught by Joel Michell. Dr Michell retired at the end of 2004, leaving a gap before a staff member could be appointed to replace him. The result was that Brian Crabbe reduced the number of his lectures in “Field Research Methods” from 13 to 7, but delivered them to both Psychology 4 and GDS students, and Damian Birney gave six lectures in the area of “Psychometrics” to both groups of students.

Not unexpectedly, while evaluations of the “Field Research Methods” component at the end of the course by GDS students were generally high, evaluations by the Psychology 4 Honours students showed that while those doing their empirical research in Social, Developmental or Abnormal Psychology rated the component well, there was little interest by students who were doing their empirical research in laboratory-based areas.

“Field Research Methods” was discontinued from 2006.

### **Counselling Psychology**

Sometime between 1986 and 1990, Eric Johnson had retired and the course he had taken in “Educational Counselling” was now taken by Alan Craddock as “Counselling Psychology” with a new syllabus to suit his interests. He shared the one hour lecture each week and two-hour tutorial with Alison Beamish and William Cole.

## **Psychology of Addiction**

By 1990, Michael Walker co-ordinated a course “Psychology of Addiction” and shared the one-hour lecture each week and two-hour tutorial with Clinical Psychology staff Dr David Kavanagh, Dr Nick Tarrier, Dr Peter Wilson and Psychobiologist Dr Dale Atrens. This course replaced a previous course taken by Will Pitty on “Theoretical Foundations of Clinical Psychology”.

## **Research Project**

Another component of the Master of Arts (Pass) and the subsequent Graduate Diploma in Science (Psychology) was a “Research project” co-ordinated by Dr John Predebon. Small groups of approximately ten students worked together on a project under the supervision of a member of the academic staff. The syllabus stated: “Research projects involve the attendance at group meetings for approximately two hours per week. Under supervision, students identify a problem for investigation, develop a research design, work out observational procedures, make observations, collect and analyse the data, and write up a report of the study. All information on procedures, data and results of a common project are available to all students in a given project group; but each student is required to write up his or her own account of the study.” The topic of each group was in the broad area of interest of the staff member leading the group. Brian Crabbe, Michael Walker and, probably Alan Craddock, were supervisors in most years of topics within Social Psychology.

## **MASTER OF ARTS (HONOURS) and DOCTOR OF PHILOSOPHY**

These were principally research degrees, requiring a bachelor’s degree with Honours in Psychology for entry.

A Master of Arts (Honours) could be completed in one year full time, or two years part time.

The University of Sydney introduced the Doctor of Philosophy only in the late 1950s. The minimum period of candidature was three years full time. Over the years, several students completed Master of Arts (Honours) or PhD degrees in Social Psychology, and Drs Crabbe, Craddock and Walker continued supervision until 2009.

## **Postgraduate students and Seminars**

Brian Crabbe recalls that, in the 1960s, he was the only MA (Honours)/PhD student in Social Psychology until John Dawson and John Berry took up their appointments in the mid-1960s and some other postgraduate students began. So there were no Postgraduate Seminars specifically in Social Psychology until around 1966, then with a small group of perhaps three or four Post Graduate students. The topics were typically in the area of John Dawson’s and John Berry’s principal interest, cross-cultural Psychology.

From the early 1970s to the early 2000s, Brian Crabbe, Michael Walker and Alan Craddock took it in turn to lead the Postgraduate Seminars in Social Psychology, held weekly for about 90 minutes during term/semester. Attendees were those who were PhD or MA (Honours) candidates undertaking a research topic in Social Psychology, and any other postgraduate students interested in attending. Numbers typically were up to about five students.

Originally, all three staff members attended each meeting, but with time and work pressures and a very small number of postgraduate students, by the late 1990s these seminars were combined with the Psychology IV Honours seminars, which typically had around 20 students, a high number compared to most other areas of Psychology. In some later years, students were divided into two groups.

## **CHAPTER 10. ENVIRONMENTAL PSYCHOLOGY AS A DISTINCT AREA OF STUDY**

Environmental Psychology was a part of the content of courses in Social Psychology in the Department of Psychology, University of Sydney, between 1973 and 2008. It was a major area of study in its own right, so is deemed worthy of a separate chapter in this History.

### **THE SUBJECT MATTER OF ENVIRONMENTAL PSYCHOLOGY**

Psychologists have long made a distinction between heredity and environment as the two key factors influencing living beings. Environment in that sense was taken to mean anything outside the individual, and therefore is enormously broad.

There have been many more precise definitions of “Environmental Psychology” proposed, but essential to all is that it is the study of the interaction of the physical environment and human behaviour.

Arguably, the emergence of “Environmental Psychology” as a defined area of study might be identified through the first book bearing the title “Environmental Psychology”. Research that could be classified within the area had been carried out for many years before, but it was a book by Harold M. Proshansky, William H. Ittelson and Leanne G. Rivlin *Environmental Psychology*, published in 1970, that brought together a collection of past journal articles that fitted the category, although of course, not exhaustive. Proshansky and Ittelson came from the discipline of Perception.

The impetus for the book can be traced to a growing interest in the environment within society and a realization that the exploitation of the environment that humans took for granted did have limitations. There was not an endless supply of minerals that could be dug from the ground, that increases in the world’s population put extra demands on the environment, and that aspects of our built environment were worth protecting for future generations. There was also an increasing realization that while humans have an impact on the environment, so too the environment can influence humans and our behaviour. This was before the time when the impact of human behaviour on climate change was realized.

The environment, of course, is of interest in many other disciplines in addition to Psychology. For example, architects, designers, geographers, sociologists, just to name a few. Because of their shared interest in behaviour along with Psychologists, the name “Environmental Psychology” became widely used even by many academics and practitioners who had not been formally trained as Psychologists. An organization which emerged in the United States in the early 1970s was known as “The Environmental Design Research Association” (EDRA), putting an emphasis on “design”. Members came from many disciplines, although only a small number were Psychologists. An Australian organization known as PAPER (“People and the Physical Environment Research”), with affiliation to EDRA, was formed by academics in the School of Architecture at the University of Sydney.

### **ENVIRONMENTAL PSYCHOLOGY AS A SUBJECT IN THE PSYCHOLOGY DEPARTMENT AT THE UNIVERSITY OF SYDNEY**

Irene Edmonds, a Lecturer in Perception in the Department of Psychology, had developed an interest in Environmental Psychology and offered a course in “Environmental Psychology” as a Third-Year Minor option, when that system began in 1972.

Brian Crabbe's research interests already included the area of Environmental Psychology, although the term was not used at the time. In 1960, his Fourth Year Honours Empirical thesis, under the supervision of Dr Phil Sutcliffe, was on the topic of "The Incidence and Degree of Friendship as a Function of Population Density". That resulted in a co-authored journal article Sutcliffe J.P. and Crabbe B.D. "The Incidence and Degree of Friendship in Urban and Rural Areas" *Social Forces* (1963) 42, 60-67.

The author's PhD was in an unrelated area, but in 1973 he embarked on a project studying the relationship of a specific aspect of the built environment (type of dwelling) and social contact with neighbours. This project contrasted high rise dwellings (6 storeys and higher), low rise dwellings (3 or 4 storeys) and traditional houses. It was financially supported by a grant from the CSIRO Building Research Division, facilitated by a CSIRO Engineer, Ken Alexander. Dr Alexander's area of research was in building materials, particularly concrete, but he had become interested in the effect that the then changing built environment (in particular, advances in technology that allowed many more high-rise buildings) was having on human behaviour. It was an extensive project, continuing until 1978, and was eventually published as a Report to CSIRO in 1979: Crabbe B.D. "Social Contact and Dwelling Type", 1979, *Report of Research to CSIRO, Melbourne*.

An early report was published in an industry journal: Crabbe B.D. "Social Contact as a Function of Type of Dwelling" *The Developer* (1974-5), 12, 221-223. A subsequent article Crabbe B.D. and Alexander K.M. "Social Contact and Dwelling Type" was published in a book *People and the Man-Made Environment*. Ed. Thorne, R. & Arden, S. Architecture: University of Sydney, 1980.

A class exercise devised by the author for the Third Year Social Psychology course in 1973 had effectively been a pilot study for this project. (See Chapter 6 on Third Year Minor Options.)

After Irene Edmonds retired in 1980, the author took over principal responsibility for continuing the "Environmental Psychology" Third Year Minor Option, albeit with a new syllabus much more Social Psychology oriented. Over the years, the course included areas in which he had developed a research interest eg Parks and Prisons. Alan Craddock also taught in the course, and introduced topics related to his own research interests relating to families.

Throughout the 1980s, Brian Crabbe was an Honorary Trustee at the Lane Cove River State Recreation Area. Through that connection, he supervised several research projects that involved students collecting data in the park. That led to other projects further afield in the 1990s after his period as a Trustee had ended in 1989, when a former ranger at Lane Cove State Recreation Area moved to the Port Macquarie office of the National Parks and Wildlife Service. Under Dr Crabbe's supervision, several field projects were carried out with Third Year Environmental Psychology students and also Master of Arts (Pass) students. These involved extensive organization, including seeking university approval, liaising with National Parks, organizing transport and accommodation, in addition to planning and devising data collection procedures, both prior to and in the field.

From 1986 to 1991, projects in Lane Cove River State Recreation Area were:

1986 "Weekday use of Lane Cove River State Recreation Area"

1987 "An evaluation of playground equipment and policy at Lane Cove River State Recreation Area"

1989-1991 "Teenagers' recreational activities and use of parks"

1990 "Visitor use and evaluation of the Wildlife Shelter at Lane Cove River State Recreation Area"

1991 "A comparison of weekend and weekday users of Lane Cove River State Recreation"

The Third Year Minor Option "Environmental Psychology" continued until 1991. Then changes at the faculty and university-wide levels resulted in a restructuring of all Psychology courses and the system of Minor Options was discontinued. From then until the author ceased teaching in 2008, Environmental Psychology was again included the main Third Year Social Psychology course.

In those following years, Dr Crabbe's contact with the National Parks and Wildlife Service widened, and environmental evaluations of several National Parks followed. The Third Year Environmental Psychology project in 1993 involved a field trip to Crowdy Bay National Park, near Port Macquarie, about 350 kilometres north from Sydney. Others field trips followed, studying visitor use of the following parks:

1993 Crowdy Bay National Park

1995 Kattang National Reserve

1996 Wingham Brush Rainforest

1999 Dooragan National Park

Dr Crabbe also supervised some field research projects in the area of Environmental Psychology in the "Research Project" component of the Master of Arts (Pass). But with the discontinuation of that degree in 1997 to become the new fourth-year Honours equivalent "Graduate Diploma in Science (Psychology)", a requirement was that research projects become more individual, so group data collection in the parks also ceased.

By 2008 when Drs Crabbe and Craddock retired from teaching, unfortunately no other staff member of the Psychology Department had an interest in the area of Environmental Psychology, so teaching of the topic lapsed. This was the case in Psychology Departments at most universities in Australia by then, documented in an article at the time in the *Australian Psychologist*. Coincidentally, the area had also lost impetus in the School of Architecture at the University of Sydney, with the retirement of staff there.

## **ENVIRONMENTAL PSYCHOLOGY BOOKS**

While the first book of readings by Proshansky, Ittelson and Rivlin in 1970 covered a range of areas, many subsequent books, written principally as textbooks, were in the domain of Social Psychology, as evidenced by the topics covered. Because many of the topics were inspired by societal interests, they have changed somewhat over the 30 plus years this review covers, 1970 to 2003. Those changes can be seen in the topics covered in a range of textbooks in this period. Table 10.1 presents a content analysis of these.

Consistent across most books through time is, of course, an introductory chapter on the "Characteristics of Environmental Psychology". Also across all are "Environmental Perception, Cognition and Attitudes", "Personal Space and Territoriality", "Crowding", "The City", "Architecture, Design and Planning" and, more sporadically, "Privacy"; "Environmental Stress" and "Theories". "The natural environment" received mention in early books and was revived in later books. But topics receiving attention in only later books were "Educational Environments" (since 1982), "Work and Leisure environments" (since

1982), “Weather and Air Pollution” (since 1984), “Changing behaviour” (since 1984) and “Noise” and “Disasters” (only since 1990).

Looking at the topics covered in the two books that went through new editions during this time, Bell and Fisher added the following topics in the 4<sup>th</sup> edition in 1996: Learning to the chapter on “Work and Leisure”; Pollution to the chapter on “Disasters and Hazards”; and in the 3<sup>rd</sup> edition in 1990, Climate to the chapter on “Weather and Air Pollution”. Gifford added “Designing more fitting Environments” in his second edition in 1997.

**TABLE 10.1 ENVIRONMENTAL PSYCHOLOGY TEXTBOOKS by Year and Chapter Headings (or stated content within a chapter)**

	Ittleson, Proshansky (1974)	Heimstra, McFarling (1974)	Altman (1975)	Porteus (1977)	Holahan (1982)	Fisher, Bell (2 <sup>nd</sup> 1984)	Gifford (1987)	Bell, Fisher (3 <sup>rd</sup> 1990)	McAndrew (1993)	Bell, Fisher (4 <sup>th</sup> 1996)	Gifford (2 <sup>nd</sup> 1997)
Characteristics	x	x	x		x	x	x	x	x	x	x
Environmental Perception, Cognition, Attitudes	x			x	x	x	x	x	x	x	x
Theories	x					x		x		x	
Environmental Stress		x			x	x			x		
Weather, Air Pollution						x		x		x	
Personal Space, Territoriality	x		x	x	x	x	x	x	x	x	x
Crowding	x	x	x		x	x	x	x	x	x	x
The City	x	x		x	x	x		x		x	
Architecture, Design & Planning	x		x	x		x	x	x		x	x
Work & Leisure Envs					x	x	x	x	x	x	x
Changing behaviour						x		x		x	
Noise								x		x	
Disasters, Hazards								x		x	
Nature	x	x							x	x	x
Assessing Places							x				x
Personality							x				x
Privacy	x		x		x		x				x
Educational Envs					x		x		x		x
Residential Envs				x					x		x
Individual Development	x			x							
Research Methods	x								x		
Ambient Environments									x		
Environmental Problems									x		

Full details of the books referenced in Table 10.1 are as follows, in chronological order:

Ittelson W. H., Proshansky H. M., Rivlin L. G. and Winkel G. H. (1974) *An Introduction to Environmental Psychology* New York: Holt, Rinehart and Winston.

Heimstra N. W. and McFarling C. H. (1974) *Environmental Psychology*, Monterey, California: Brooks/Cole Publishing Company.

Altman I. (1975) *The Environment and Social Behaviour* Monterey, California: Brook/Cole Publishing Company.

Porteus J. D. (1977) *Environment and Behaviour* Reading, Massachusetts: Addison-Wesley Publishing Company.

Holahan C.J. (1982) *Environmental Psychology* New York: Random House.

Fisher J.D., Bell P.A. and Baum A. (1984) *Environmental Psychology* N.Y.: Holt, Rinehart and Winston, 2<sup>nd</sup> ed.

Gifford R. (1987) *Environmental Psychology: Principles and Practice* Boston: Allyn and Bacon.

Bell P. A., Fisher J. D., Baum A. and Greene T.C. (1990) *Environmental Psychology* Fort Worth: Holt, Rinehart and Winston, 3<sup>rd</sup> ed.

McAndrew F. T. (1993) *Environmental Psychology* Pacific Grove, California: Brooks/Cole Publishing Company.

Bell P. A., Fisher J. D., Baum A. and Greene T.C. (1996) *Environmental Psychology* Fort Worth: Harcourt Brace College Publishers, 4<sup>th</sup> ed.

Gifford R. (1997) *Environmental Psychology: Principles and Practice* Boston: Allyn and Bacon, 2<sup>nd</sup> ed.

## ENVIRONMENTAL PSYCHOLOGY JOURNALS

By 2007, the area of Environmental Psychology was well covered by a number of relevant journals. The principal ones (as listed by EDRA in 2007) were: "Environment and Behaviour" and the "Journal of Environmental Psychology". And of course there were many relevant to specific environments: for example, to Urban Environments (*Journal of Planning Literature, Journal of Urban Design, Journal of Urban Technology, Urban Studies* and *Urban Policy and Research*), to Health (*World Health Design*) and to Natural Environments (*Australian Parks and Recreation*) just to name a few.

### Australian Journal "PEOPLE AND PHYSICAL ENVIRONMENT RESEARCH" (PAPER)

There was also an Australian Newsletter/Journal in Environmental Psychology: *People and Physical Environment Research* (PAPER) subtitled *The Australian and New Zealand Journal of Person-Environment Studies* and later *The Person-Environment and Cultural Heritage Journal of Australia and New Zealand*.

*People and Physical Environment Research* (PAPER) began as a *Newsletter*, most likely in 1981 (the earliest issue the author has is #4, March 1982) as a means of communication for those interested in the broad area of the study of the Environment. It first bore the title *People and the Man-made Environment* and showed the publishers as The Working Group, C/- L. B. Fell Research Centre, University of Sydney. The publication listed relevant news, conferences, publications and the like. In the years immediately following, there were three to four issues per year. The group also organized an annual conference.

From issue #25 dated July 1987, the title *People and Physical Environment Research* with the heading *PAPER* was adopted, and the heading *Newsletter* was dropped.

From issue #30 dated October 1988, the publication instead became a journal of research papers and by issue #33 in July 1990, bore the subtitle *The Australian and New Zealand Journal of Person-Environment Studies*. Issue #50 in 1995 or 1996 had an Editorial about the first 20 issues.

At first there were four issues a year, but from 1998 this reduced to one larger issue per year. The last two issues the author has were annual double issues (#53-54 in 1999 and #55-56 in 2000). The latter two were on specific topics: 1999 "Cultural Heritage" and 2000 "Australian Aboriginal". In these two issues, the subtitle had changed to describe the publication as *The Person-Environment and Cultural Heritage Journal of Australia and New Zealand*.

Ross Thorne, at the School of Architecture, University of Sydney, was the Editor until #51, after which he was a joint editor with Richard Lamb in the same School. Ross Thorne retired to become an Honorary in the Department of Performance Studies, Faculty of Arts, University of Sydney. Nos 55-56 (2000) were published by the Department of Archaeology, Architecture, Psychology and Sociology, James Cook University.

Table 10.2 shows a content analysis of the topics of the articles, or the specific environments studied, from issue #30 (October 1988) to #55/56 (2000), giving some idea of the changing interests through those years. That analysis reveals the areas of most interest were "Theory and Method" (19 articles), "Urban" (12), "Housing" (11) and "Natural landscapes" (7) and showed a continuing interest in these areas over the whole period covered. A wide variety of other environments were studied, but mostly in just one paper.

Table 10.3 shows the affiliations of the authors of articles in all the above-mentioned issues of *PAPER*. It reveals that the vast majority of authors came from an Architectural affiliation with 48 articles (52%), and next most but with a much smaller number, by those with a Psychology or Psychology/Sociology affiliation, with 7 articles (8%). This proportion of affiliations is similar to the American Environmental Design Research Association affiliations. Other than that, the table reveals the wide variety of affiliations other authors had.

**TABLE 10.2 ENVIRONMENTS THAT WERE THE TOPICS OF ARTICLES IN THE JOURNAL *PEOPLE AND PHYSICAL ENVIRONMENT RESEARCH***

*(The numbers in the cells refer to the number of articles on each topic on each issue)*

TOPIC / ISSUE #	30	31	32	33	34-35	36	37-38	39-40	41-42	43	44	45	46	47	48	49	50	51	52	53-54	55-56	TOTAL	
Heavy Industry	1																						1
Natural Landscapes	1							1	1							1		1	1	1			7
Theory/ Methods	3	1	1	2			2	1	1	1			2	1	1						3		19
Aboriginal		1																				6	7
Teaching		1																					1
Community Design & Politics		1																					1
Housing		1	1		1	3	1	1	1									1	1				11
Urban			1							2	1		2	3			1		2				12
Health & Stress			1																				1
Tourism				1																			1
Energy Policy				1	1																		1
Colour & Affect					1																		1
Rooms					1																		1
Housing Aspirations					1																		1
Design					2		1																3
Neglect																							
Communities								1							1								2
Earthquakes								1															1
Sacred Space								1															1

<i>Continued</i>	30	31	32	33	34-35	36	37-38	39-40	41-42	43	44	45	46	47	48	49	50	51	52	53-54	55-56	TOTAL
Other cultures									1		1		1									3
Performance venues							1													2		3
Planning									1													1
Village										1												1
Development											1	3				1						5
Lighting																						
Back-packers															1							1
Wilderness															1							1
Pit closures																1	1					2
Action for env change																	1					1
Law & environment																	1					1
Schoolyards																		1				1
Cinemas																1						1

**TABLE 10.3 DISCIPLINE AFFILIATIONS OF AUTHORS OF ARTICLES IN PEOPLE AND PHYSICAL ENVIRONMENT RESEARCH, 1988-2000**

*(From Issues No 3 (1981) to No 29 (1988) the publication was a Newsletter of current events, sometimes with reviews or very short articles)*

Issue & Year/ Affiliation	30 88	31 90	32 90	33 90	34/35 90/91	36 91	37/38 91	39/40 92	41/ 42 92	43 93	44 93	45 94	46 94	47 95	48 95	49 95	50 96	51 96	52 97	53/54 1999	55/56 2000	Tot
CSIRO	x						x				x											3
Architecture	2	3	x	2	4	x	3	6	2	2		3	3	x	2		2		3	4	4	48
Environmental Design / Planning		x	x					x										x				4
Philosophy/Sociology		x				x																2
Town Planning			x																			1
Sociology/ Anthropology													x									1
Psychology				2				x		x												4
Govt Dept	x																					1
Urban Studies						x								x								2
Psychology/Sociology								x							x						x	3
Built Environment									x				x	x								3
Economics/Commerce/ Accounting									x							x		x	x			4
Consultants									x							x						2
Archaeology										x											x	2
Geography											x	x				x						3
Environmental Sciences														x			x					2
Law											x						x					2
History															x	x						2
Nursing																		x				1
Performance Studies																				2		2
<b>TOTAL ARTICLES</b>	4	5	3	4	4	3	4	9	5	4	3	4	5	4	4	4	4	3	4	6	6	<b>92</b>

## **CHAPTER 11. LINKS WITH SOCIAL PSYCHOLOGISTS AND OTHERS OUTSIDE THE DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF SYDNEY**

It was not until the 1990s with the arrival of the internet that contact with others working in a similar area became much easier. Before that, and continuing since, most academics established their own network of people interested in similar areas as themselves, through contact at conferences or working at another University for a period of time during Study Leave. This was important not only for their own research, but also for their teaching.

For example, Brian Crabbe worked as a postdoctoral scholar with Social Psychologists Timothy Brock, Bibb Lattane, Tony Greenwald and Tom Ostrom at the Social Psychology Department at Ohio State University in 1969; and on periods of Study Leave with Bob Marans (Environmental Psychology) in the Institute for Social Research at the University of Michigan in 1979 and 1988; with Paul Paulus (Prison research) at the University of Arlington, Texas in 1994; with Jim Lynch (Prison research), at the American University, Washington DC in 1997; and with Marty Bourgeois (Jury Studies) at the Department of Psychology, Wyoming State University at Laramie, in 2001 and 2002. Michael Walker had extensive contact with eminent British Social Psychologist Michael Argyle at Oxford University (Social Skills research) and Alan Craddock at the University of Minnesota with Professor D. H. Olson (Family studies).

Contact with other Social Psychologists within Australia was facilitated in a number of the following ways.

### **INFORMAL MEETINGS WITH SOCIAL PSYCHOLOGISTS AT OTHER UNIVERSITIES WITHIN SYDNEY**

In the nine months before Brian Crabbe returned to the Department of Psychology at Sydney University to take up a Lectureship at the beginning of 1973, he had worked in the Psychology Department within the School of Behavioural Sciences at Macquarie University. One of the two Social Psychologists he met there was John Martin, who, mainly during 1973, was instrumental in organizing informal gatherings of some Social Psychology staff and post graduate students from Macquarie University, Sydney University and Macquarie University, meeting in each other's homes.

### **BEGINNINGS OF THE LOOSE GROUPING OF AUSTRALIAN SOCIAL PSYCHOLOGISTS**

Leon Mann, having moved from the University of Sydney to Flinders University at the beginning of 1972, organized a Social Psychology Conference from 20-21 May 1972 at Flinders University. At that meeting, it was decided to continue the conferences annually, but not to set up any formalized structure as a society. Organization of the conference would be undertaken by interested volunteers at a different University each year. Social Psychologists at Macquarie University undertook to organize a conference in 1973. Brian Crabbe organized the conference held at Sydney University in 1976. He and Michael Walker attended and presented research papers at most of the annual conferences over the next 25 years.

## TOPICS OF PAPERS PRESENTED AT SOCIAL PSYCHOLOGY CONFERENCES

A content analysis of the topics covered in presentations at the conferences in the first two years, as shown in the Conference programs, reveals that they were almost all topics covered in teaching of Social Psychology in the Sydney Psychology Department at the time, except the more specific “Religious symbols” and the broad “Educational”. (WS = Workshop)

TOPIC OF PRESENTATION	1972	1973
Attitude Change	1	
Attraction		1
Attribution of responsibility	1	
Authoritarianism	1	
Cognitive Dissonance	1	
Cross Cultural	2	
Deindividuation		1
Educational	1	
Group Performance		1
Helping	1	
Leadership		1
Methodological	2 + WS	1
Organization		1
Person Perception		2
Power and Authority		
Religious symbols	1	1
Self-image	1	
Social Networks	1	
Values	2	

## THE DIRECTORY OF AUSTRALIAN SOCIAL PSYCHOLOGISTS

At the first Social Psychology Conference in May 1972, Leon Mann floated the idea that there should be a list available of Australian Social Psychologists. Brian Crabbe volunteered to take on the task.

With a small amount of financial assistance from the University of Sydney Department of Psychology for initial postage and typing, the First edition of the *Directory of Australian Social Psychologists* was produced in September 1973. The aim stated in the “Foreword” was as follows:

“It is hoped that it (the Directory) will facilitate contact between Australians working in, and having an interest in, Social Psychology.”

For each person, their name, qualifications, current position, address, and specific interests in Social Psychology were listed. Anyone who claimed to have an interest in Social Psychology and was working principally in Australia, was eligible to be listed.

A copy was sent to all Australian University and State Libraries, inviting them to subscribe. (The University of Sydney Library and the State Library were required by law to receive a copy free of charge). Most took up the offer, and contributed a small amount to cover postage, so that production of future editions could continue.

Subsequently, a new edition was produced every few years, with annual Addenda in between, listing new people, and deletions. The latter were mainly people whom it was assumed had left their previous address because mail to them had been returned.

There were seven editions from 1973 to 1994.

**Libraries that purchased/received the *Directory* included:**

University of New England, Armidale, NSW

Latrobe University, Bundoora, Victoria

University of Western Australia, Nedlands, WA

University of Tasmania, Hobart, Tasmania

National Library of Australia, Canberra, ACT

Swinburn College of Technology, Hawthorn, Victoria

State Library of Victoria, Melbourne, Victoria

Fisher Library, University of Sydney, NSW

University of Newcastle, Newcastle, NSW

Humanities Library, University of New South Wales, Kensington, NSW

Alexander Library, Perth Cultural Centre, Perth WA 6000

Mercy Teachers' College, Ascot Vale, Victoria

Barr Smith Library, University of Adelaide, South Australia

Monash University Library, Clayton, Victoria

The Library, Macquarie University, North Ryde NSW

The Library, Flinders University of South Australia, Bedford Park SA

State Library of Tasmania, Hobart, Tasmania

State Library of New South Wales, Macquarie Street, Sydney, NSW

David Murray Library, South Australian Institute of Technology, Adelaide, SA

State Library of Queensland, South Brisbane, Queensland

Curtain University of Technology, Bentley, WA

University of Waikato Library, Hamilton, New Zealand

Parliamentary Library, Parliament House, Canberra, ACT

Central Library, University of Queensland, Brisbane, Queensland

Waverley Municipal Library, Bondi Junction, NSW

The last printed edition of the *Directory* that was produced was the 9<sup>th</sup> edition in 1999. However, Brian Crabbe's involvement as editor likely stopped at the 7<sup>th</sup> edition in 1994, although he continued to arrange distribution to Libraries. In response to an email enquiry from the Barr Smith Library, University of Adelaide, on 20 September 2004, Dr Crabbe wrote: "There have not been any more editions of the *Directory of Australian Social Psychologists* since 1999. The Society of Australian Social Psychologists (SASP) is now responsible for membership lists. I suspect there will not be any further printed editions of the *Directory*, but I understand the Society may provide web access to the membership list".

### **SOCIETY OF AUSTRALASIAN SOCIAL PSYCHOLOGISTS (SASP)**

At the Conference in 1995, Social Psychologists from Australia and New Zealand attending voted to form the "Society of Australasian Social Psychologists (SASP)". It was stated on the SASP website that "the Society was formed from an informal network of social psychologists in the two countries, who had been meeting at an annual conference since 1972. One of the main aims of SASP is to facilitate contact with social psychologists in countries around the world, and this is achieved through annual meetings and regular networking via newsletters and an email bulletin board". Regarding the latter, it was stated "The Society has an email list that can be used by non-members, as well as members, to circulate information about conferences, new positions, and other matters of interest."

Formal position of President, Secretary, Treasurer, Communications Officer and Post-Graduate Representative were created, and elected at each subsequent conference.

It was further stated that "One of the aims of SASP is to promote undergraduate and postgraduate education in social psychology in Australia and New Zealand". The SASP Post-graduate Representative was appointed.

### **INTEREST IN SOCIAL PSYCHOLOGY BY PEOPLE IN OTHER DISCIPLINES IN AUSTRALIA**

In 1973, Professor Henry Mayer of the Department of Government, University of Sydney, produced a document entitled "RECENT WORK BY AUSTRALIAN SOCIAL PSYCHOLOGISTS OF INTEREST TO POLITICAL SCIENTISTS", published as *Monograph No.11* by the Australian Political Studies Association.

In that, he said his aim was to make people aware of relevant works not in their own field. He planned to include some reference to bibliographies and surveys of work by Australian Social Psychologists to the study of Australian society. But he said he could locate nothing of the kind. He said it became clear to him that each group was unaware of, and uninterested, in each other's work.

He said that he had contacted Leon Mann who gave him a list of names whom Henry Mayer circularized and they in turn gave him more names, ending up with about 50 names. He said he decided not to go beyond that because it would open a bottomless pit. He came up with a partial list of publications and hoped that would be enough to interest people to look beyond their own field. He acknowledged that his work was rough and incomplete, and he posed the rhetorical question "what could this hope to achieve?" In answer, he suggested:

“1. It could shame an Australian social psychologist or sociologist or political scientist to do a proper annotated document” and that

“2. The mistakes and gaps may annoy at least one psychologist into doing at least a sketch of the history and bibliography of their subject. Ideally, one hopes for a social psychology and sociology of social Psychology in Australia. The odds against this are still pretty high.”

He formulated a rough grouping of fields of interest (Page 5 of that document): “Children’s political attitudes, nationalism, role of the family; Dogmatism and Authoritarianism; Values, Attitudes and Social Influences; Community Surveys; Mass Media; Student ideology, attitudes, influences of Educational Systems; Ethnocentrism; Attitudes towards Aborigines; Psychological studies of Aborigines; Attitudes towards immigrants, assimilation and adjustment of Migrants; Religion.”

To my knowledge, nothing exactly like this eventuated. However, the publication of the “Directory of Australian Social Psychologists”, beginning with the First Edition in September 1973, edited by Dr Brian Crabbe, did attempt to facilitate an awareness of the areas of interest of Social Psychologists. (See earlier in this Chapter.)

**ENVIRONMENTAL PSYCHOLOGY and the DEPARTMENT OF ARCHITECTURE** (See within Chapter 10 “Environmental Psychology”)

#### **SAMPLE SURVEY RESEARCH CENTRE, UNIVERSITY OF SYDNEY**

Recognising the needs of researchers in several disciplines at the University of Sydney who wished to gather large scale data sets (as opposed to data from students or animals in laboratory studies in most areas of Psychology), the University of Sydney set up the Sample Survey Centre in the mid-1970s. In personal communication to Brian Crabbe, Phil Sutcliffe indicated there was a long history. The University had, for whatever reason, long resisted the setting up of a Department of Sociology at the University of Sydney.

The initial Director was Terrence Beed, a Geographer by profession, who had extensive commercial experience in survey research, and had set up the respected company ANOP Market Research Pty Ltd (“Australian Nationwide Opinion Polls”).

The Centre had a small number of staff members who could advise on, and oversee, data collection, funded through research grants to individual researchers in the various departments in the University. Brian Crabbe was one of the first to use their services for a project, with CSIRO funding, comparing social contact between residents of high rise and low-rise dwellings and detached houses. Overseen by Dr Crabbe, an employee at the Centre found interviewers, helped organize Training Sessions for them, arranged the field interviewing and return of interview data, and made validity checks by telephone to ensure that the interviewing had been carried out correctly.

On a few occasions, the Centre also hosted small conferences on Survey Research Methods, sometimes coinciding with visits by overseas experts. One was Professor Charles Cannell, an eminent researcher at the prestigious Survey Research Centre at the University of Michigan. The Director of the Sydney University Sample Survey Centre was also able to facilitate contacts for Brian Crabbe’s Study Leave at the University of Michigan in 1979.

The Survey Research Centre continued operations until 1989 when the University decided to disband it. Small initial grants were offered to individual researchers to compensate for the loss and enable them to find expertise they needed to assist their research elsewhere.

#### **OTHER INVOLVEMENT**

In a submission in 1985 regarding “Quinquennial Planning in the area of Social Psychology”, it was noted that “Alan Craddock is actively involved as a marriage and family counsellor and in 1986 is taking on the editorship of the Australian journal “Sex, Marriage and Family”; Michael Walker is President of the National Association for Gambling Studies and will be responsible for the 1986 conference at Sydney University; and Brian Crabbe continued to be editor of the *Directory of Australian Social Psychologists* since its inception in 1972, and applied his Environmental Psychology interests as a Honorary Trustee, appointed by the NSW Minister for the Environment, responsible for management of a major State Recreation Area in Sydney.

Media organizations also frequently called on Social Psychology staff for comment on social issues of current interest.

## REFERENCES

**Publications and other documents are referenced at the relevant places in the narrative.**

The original documents sourced are in Brian Crabbe's personal collection at the time of writing, covering many of the years 1959 to 2008.

### PSYCHOLOGY DEPARTMENTAL AND SCHOOL DOCUMENTS

*(From the early 2000s, the Department of Psychology became known as the School of Psychology.)*

Administrative documents to students, including details of course structure, course syllabi, textbooks and reading lists

Annual Reports

*Application for Australian Psychological Society Re-accreditation Volumes 1 and 2, 1998.*

Information brochure to prospective PhD students

Social Psychology Class Practical exercises

Study Abroad brochure

### UNIVERSITY OF SYDNEY

Calendars

Examination papers in Psychology

Faculty Handbooks

School of Architecture *PAPER* Journal (listed in Chapter 10)

### TEXTBOOKS

Environmental Psychology textbooks (listed in Chapter 10)

Social Psychology textbooks (listed in Chapter 6)

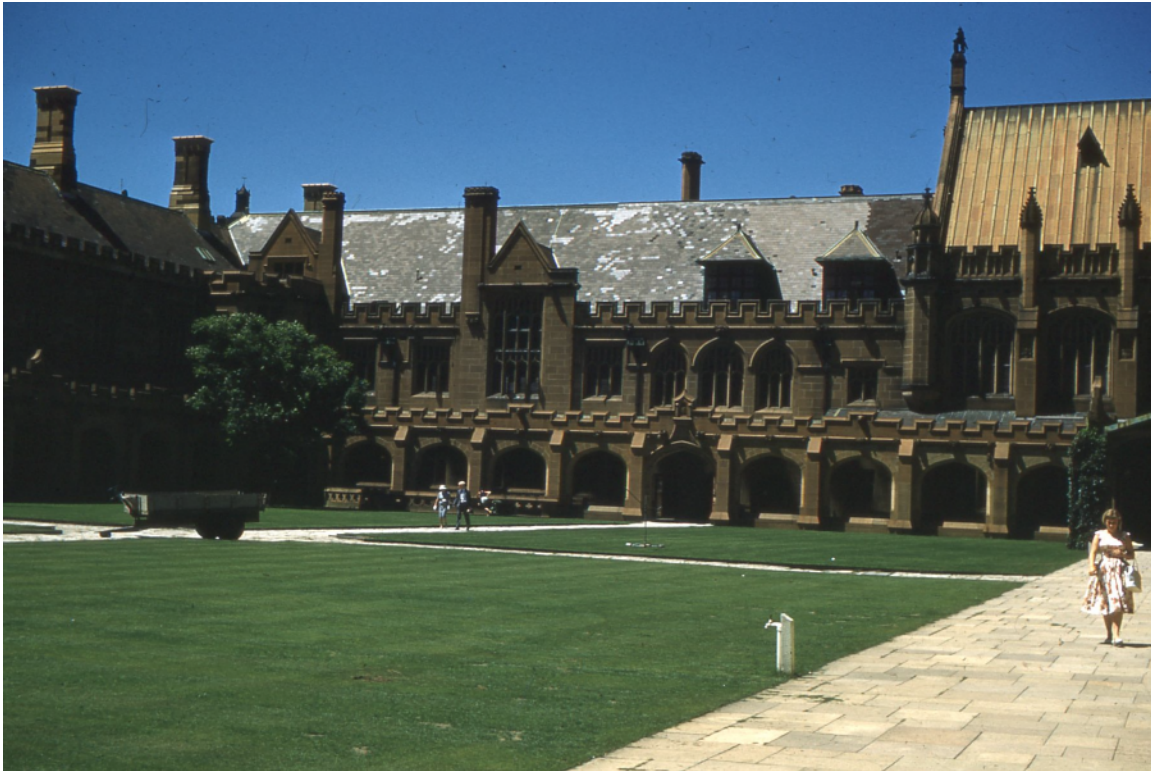
### OTHER

Crabbe, Brian D. (ed.) *Directory of Australian Social Psychologists* (Seven editions from 1973 to 1994)

O'Neil, W. M. One Hundred Years of Psychology in Australia 1881-1980 *Bulletin of the Australian Psychological Society*, December 1983, Volume 5, Issue 6, pp 8-20.

Social Psychology Conference Programs

**APPENDIX 1. SOME PHOTOS OF THE UNIVERSITY OF SYDNEY, 1960-1963**



**1.14 South side of Main Quadrangle 26/1/1960.**

At that time, Psychology staff had rooms in this corner of the quadrangle near the jacaranda tree (as well as in the Mackie Building on the other side of Parramatta Road). The Psychology I tutorial room was up one flight of stairs in this corner, and tutorials continued there for a few more years. The building at the right of the photo was the then Fisher Library. After the Library moved to what is still its current home, the old Fisher Library became the McLaurin Hall.



**1.15 The Main Building 26/1/1960.**

For several years at this time the building was undergoing repairs, funded by a so called "Methuselah" Grant to the two oldest Australian universities, Sydney and Melbourne. Some Psychology tutorial classes were held in the upstairs rooms between the Clock Tower and the Great Hall. The Great Hall is of course where all graduation ceremonies are still held.



1.16 The demolition site of the old Union Theatre on Parramatta Road 26/1/1960



2.21 Work beginning on the site of the old Union Theatre on Parramatta Road 7/1/1961.  
Was it really a year since the demolition of the old Theatre in the previous photo and the small amount of progress evident in this one?



**3.10 The new Union Theatre 1/6/1961.**  
Work towards the new theatre was now well under way.



**5.35 The new Union Theatre 24/1/1962.**  
Recently completed.



**3.11 From the University front lawn outside the main building, looking south along Eastern Avenue 1/6/1961.**

L-R: The red fence for the commencement of building on the new Fisher Library, the recently built Geology Building, and the framework for the Carslaw Building (in the middle distance behind tree).



**3.12 Looking south-east from the top of the Mungo MacCallum building 1/6/1961.**

L-R: Old Fisher Library, Old Med School, Chemistry building (blue) and the Transient Building in front of that, R.C Mills Building, top of the squash courts. The R.C Mills Building housed the Social Work Department. Later, the Transient Building housed the Clinical Psychology Staff and some Staff Colloquia were held there. Much later some Staff Meetings (by then called Board Meetings) were held in the Old Med School.



**3.13 Looking south from the top of the Mungo MacCallum building 1/6/1961.**

L-R: Chemistry building (blue), the Transient Building, the R.C. Mills Building, the School of Public Health and Tropical Medicine (the cream building, where Social Psychology tutorials were later held), next to that the Physics building (where some Masters/GDS "Field Research Methods" classes were held in the early 2000s), in front of that the old Manning House (at this time the female students' Union building). Behind Manning House are the tennis courts, on land proposed in the 1990s for a new Psychology building, but not built.



**3.15 Looking south from the top of the Mungo MacCallum building 1/6/1961.**

Manning House (foreground), Physics School (white building), Paul's College Oval, the college and tennis courts (behind the Physics building).



**3.14 Looking west from the top of the Mungo MacCallum building 1/6/1961.**  
 Left, the Old Teachers' College, Right: The Peter Nicol Russell Engineering Building (Social Psychology classes were held in rooms in both these buildings). At Centre is the recently completed Griffith Taylor Building, then housing Geography but later most was occupied by the Psychology staff.



**3.16 Looking south-west from the top of the Mungo MacCallum building 1/6/1961.**  
 L-R Women's Sports Centre (white building) and hockey field, University Oval, Teachers' College, St John's College (top right).



**3.18 The north side of the Mungo MacCallum building, 1/6/1961.**  
From the top of the General Lecture Theatre opposite. The Psychology Department occupied the then 4th and 5th floors of the 6 storey Mungo MacCallum building, opened around September, 1960.

**5.36 Entrance to the Mungo MacCallum Building, 24/1/1962.**  
PhD student Keith Llewellyn standing.





4.20 Work commencing on the new Fisher Library, 16/6/1961



6.28 The new Fisher Library, soon after completion, 5/2/1963.



**4.21 Looking north from outside the Physics building 16/6/1961.**

L-R: Griffith Taylor Building, the Mungo MacCallum Building, the old Manning House, the then Fisher Library.



**4.22 Looking north-east from outside the Physics building 16/6/1961.**

L-R: The old Manning House, the old Fisher Library, the main building, the old Med School. In front of that is the R.C. Mills Building, in front of that the Men's Tennis Courts and change rooms and, in the foreground, the Women's Sports Union's Hockey court.



**5.31 Looking north from outside the Physics building 24/1/1962.**  
L-R: Griffith Taylor Building, the Mungo MacCallum Building, the old Manning House, old Fisher Library.



**6.26 Original Main Building, viewed from the new Fisher Library 5/2/1963.**  
Clock Tower and Great Hall.



**6.27 Looking east from Barff Road, adjacent to Victoria Park, 5/2/1963.**

L-R: Carslaw Lecture Theatres under construction, Geology Building, Stephen Roberts Lecture Theatre (where many Social Psychology lectures were given from the 1970s), the new Fisher Library (before the building of the stacks).



**6.35 Looking east from 5th floor of Carslaw Building, 3/1963.**

Same detail as for Photo 6.27.



**6.36 Looking along Eastern Avenue, from Carslaw Building, 3/1963.**  
L-R: Chemistry building, Old Med School, Main buildings, Geology building.



**6.39 Looking east from 5th floor of Carslaw Building, 14/3/1963.**  
Same detail as for Photo 6.36.



**6.37 Newly completed Carslaw Building, 3/1963.**  
Beginning of Carslaw Lecture Theatres at left.



**7.7 From Barff Road looking south 5/8/1963.**  
L-R Carslaw Building, Stephen Roberts Lecture Theatre, Geology Building.



7.8 Carslaw Building 9/8/1963.  
From Barff Road.



B6.21 Sydney University (in the foreground, adjacent to the green area that is Victoria Park), viewed from the east at top of the Centre Point Tower in the city 3/10/1982.

## **APPENDIX 2. SOCIAL PSYCHOLOGY CONTENT IN A SELECTION OF INTRODUCTORY PSYCHOLOGY TEXTBOOKS IN THE 1990s AND 2000s**

Listed below is the Social Psychology content of a selection of Introductory Psychology textbooks published in the 1990s and 2000s, which give an idea of the range of topics deemed by these authors as appropriate for introducing students to Social Psychology. However, these were not specifically adopted as texts in the Sydney Department of Psychology.

The texts also included sections variously called *Stress, Psychopathology and Therapy*; *Stress, Coping and Health* and *Adjusting to Life: Stress, Coping and Health* which are shown in italics below.

**Atkinson R.L., Atkinson R.C., Smith E.E., Bem, D.J., Nolen-Hoeksema S. (1996) *Hilgard's Introduction to Psychology* 12<sup>th</sup> edition, Fort Worth: Harcourt Brace College Publishers.**

*PART 7 Stress, Psychopathology and Therapy*  
*Stress, health and coping*  
*Abnormal Psychology*  
*Methods of Therapy*

### **PART 8 SOCIAL PSYCHOLOGY**

#### **Ch 17 SOCIAL COGNITION AND AFFECT**

##### **INTUITIVE THEORIES OF SOCIAL BEHAVIOUR**

Storing and retrieving data: Schemas

Perceiving Covariations: Stereotypes

Inferring Causality: Attributions

##### **ATTITUDES**

Consistency of Attitudes

Function of Attitudes

Attitudes and Behaviour

##### **INTERPERSONAL ATTRACTION**

Liking

Romantic/Sexual Attraction and Love

Pair Bonding and Mating Strategies

#### **Ch 18 SOCIAL INTERACTION AND INFLUENCE**

##### **PRESENCE OF OTHERS**

Social Facilitation

Deindividuation

Bystander Intervention

##### **COMPLIANCE AND RESISTANCE**

Conformity to a majority

Minority Influence

Obedience to Authority

Power of Situations

Rebellion  
IDENTIFICATION AND INTERNALIZATION  
Persuasive Communication  
Reference Groups  
COLLECTIVE DECISION MAKING  
Group Polarization  
Groupthink

**Darley J.M., Glucksberg S., Kinchla R.A. (1991) *Psychology* 5<sup>th</sup> edition, New Jersey: Prentice Hall Inc.**

*Ch 16 STRESS, COPING AND HEALTH*  
*Psychological Study of Stress*  
*Conflict, an Origin of Stress*  
*The physiological consequences of stress*  
*Psychosomatic illnesses: Illnesses caused by stress*  
*Effects of extreme stress*  
*Coping with stress*  
*Health Psychology*  
*Ch 17 Abnormal Psychology*  
*Ch18 Therapy*

Ch 19 SOCIAL PERCEPTION  
Forming Impressions  
Making Attributions  
Sources of Distortion and Bias in Social Perceptions  
From Perceptions to Behaviour: Self-fulfilling prophecies  
Attitude Formation and Change

Ch 20 SOCIAL INTERACTION  
Social facilitation, Social Impairment  
Group Formation  
Group Influence  
Group Decisions  
Actions taken by groups  
Conflict: Aggression among people  
Competition and Co-operation  
Prosocial behaviour  
Environmental influences on Social Behaviour

**Sternberg R.J. (1995) "In search of the human mind" Harcourt, Brace and Company.**

Part 5 SOCIAL PSYCHOLOGICAL PROCESSES

Ch 14 Social Psychology: Personal Perspectives

The nature of Social Psychology  
Social Cognition  
Attitudes and Attitude Change  
Liking, Loving and Interpersonal attraction  
Communication in Relationships

Ch 15 Social Psychology: Interpersonal and Group Perspectives

Groups  
Conformity, Compliance and Obedience  
Prosocial behaviour  
Antisocial behaviour

Ch 16 Motivation and Emotion

The nature and characteristics of motivation  
Early theories of Motivation  
Contemporary paradigms of Motivation  
The nature of Emotion  
Approaches to Understanding Emotion  
Some major Emotions and their Characteristics  
Measurement of Emotion'  
The Expression of Emotion

**Passer M.W., Smith R.E. (2007) *Psychology – The Science of Mind and Behaviour* 3<sup>rd</sup> edition, McGraw Hill.**

*Ch 13 Adjusting to Life: Stress, Coping and Health*

*Stress and well being*  
*Coping with stress*  
*Pain and Pain Management*  
*Health promotion and illness prevention*

Ch 16 Social Thinking and behaviour

Social Thinking  
Social influence  
Social Relations

### **APPENDIX 3. SOCIAL PSYCHOLOGY IN THE 1950s**

The author was able to access full sets of Psychology examination papers for the years 1954, 1956, 1957 and 1958. He also has some papers for Psychology IV in 1960, but it likely is not a complete set. The ones held for 1960 are for Psychotherapy, Social Psychology, Perception and Assessment of Personality.

Overall, an inspection of the papers reveals the following:

The Honours stream was referred to as “Distinction” in Second and Third Year and the word “Honours” only in Fourth Year.

In Second and Third Year, Distinction students sat the Pass examinations and, additionally, Distinction exams.

Social Psychology was offered in Third Year to Distinction students, although in 1958 the Third Year Distinction class in Social was combined with Abnormal Psychology, possibly because the number choosing Social was low or staff were on leave that year. (This is reminiscent of the combination in the *Journal of Abnormal and Social Psychology* in those days).

Of the years examined, the first time Social Psychology was offered as a subject in Fourth Year (Honours) was in 1957. So most probably it would have been offered in Third Year in 1959 when the author was in Third Year. But in his Fourth Year in 1960, he recalls that he was the only student who elected Social Psychology, so he attended the Social Psychology Day class Pass tutorials.

Content analyses of the topics of the examination questions (see tables below) reveal that, of all the topics included in the Social Psychology syllabi of the 1950s, only one stands out as not continued in later years: that is Role Theory. However, Role Theory was still a relevant topic later, when Sex Role Orientation was included in the syllabus. “Propaganda and Rumour” was probably a carry-over from the Second World War years, but propaganda and the influence of the media is just as much a relevant topic today as it was in the 1950s. Various theories were given less attention in later years eg Allport’s J Curve of conformity, and techniques such as the Sociometric technique and Thurstone and Guttman’s scaling techniques have given way to more sophisticated ones with the benefit of computers. But otherwise, the topics that interested Social Psychologists in the 1950s have pretty much remained of interest today.

**TABLE A3.1 AREAS OF STUDY IN EACH COURSE BY CALENDAR YEAR**

**PSYCHOLOGY II**

<b>YEAR / COURSE</b>	<b>1954 Pass &amp; Disc</b>	<b>1954 Disc</b>	<b>1956 Pass &amp; Disc</b>	<b>1956 Disc</b>	<b>1957 Pass &amp; Disc</b>	<b>1957 Disc</b>	<b>1958 Pass</b>	<b>1958 Disc</b>
Personality Dynamics	x	x	x	x	x	x	x	x
Individual Differences	x		x		x		x	x
Psychology of Cognition								x

**PSYCHOLOGY III**

<b>YEAR / COURSE</b>	<b>1954 Pass &amp; Disc</b>	<b>1954 Disc</b>	<b>1956 Pass &amp; Disc</b>	<b>1956 Disc</b>	<b>1957 Pass &amp; Disc</b>	<b>1957 Disc</b>	<b>1958 Pass</b>	<b>1958 Disc</b>
General Experimental Psychology	x	x	x		x	x	x	
Abnormal Psychology	x	x	x	x	x	x	x	x*
Psychometrics & Ind Differences	x	x	x	x				
Social Psychology	x	x	x	x	x	x	x	x*
History of Psychology		x		x		x		x
Learning Theory				x				
Skills & Abilities					x			
Developmental Psychology							x	
Perception and Learning								x
Measurement And Design								x

\*Combined as "Abnormal and Social Psychology".

**PSYCHOLOGY IV (HONOURS)**

<b>YEAR/ COURSE</b>	<b>1954 Honours</b>	<b>1956 Honours</b>	<b>1957 Honours</b>	<b>1958 Honours</b>
Systematic Psychology	x	x	x	x
Developmental Psychology		x		x
Abnormal Psychology		x	x	x
Differential Psychology		x	x	
Learning Theory		x	x	x
Psychopathology of Childhood			x	x
Social Psychology			x	x
Human Skill				x

**TABLE A3.2 TOPICS OF QUESTIONS IN SOCIAL EXAMINATION PAPERS BY CALENDAR YEAR**

**SOCIAL III – Pass and Distinction Exam Paper Topics (Students answered four or five questions)**

<b>YEAR/ QUESTION TOPIC</b>	<b>1954</b>	<b>1956</b>	<b>1957</b>	<b>1958</b>
Culture & Society	x	x	x	
National character	x			
Society & Personality	x			
Measurement (Scaling)	x	x	x	x
The interview				x
The group	x	x	x	x
Social roles	x			
Race differences, prejudice	x		x	x
Measuring group morale	x			
Socialization	x	x	x	x
Social Perception	x		x	
Social class	x			
Propaganda & Rumour	x			x
Allport's J Curve		x		x
Sociometric Method		x	x	x
Basic Personality Type		x	x	
Competition		x		
Psycholinguistics			x	
Beliefs & values			x	
Conformity			x	
Stereotypes			x	
Leadership				x

**SOCIAL III – Distinction Exam Paper topics (Students answered three questions)**

<b>YEAR/ QUESTION TOPIC</b>	<b>1954</b>	<b>1956</b>	<b>1957</b>	<b>1958**</b>
Evaluate Asch's theories	x	x	x	
Role, social norms & personality	x			
Measurement in Social research	x	x	x	
Mass media			x	
Social conformity		x		

\*\* Paper combined with Abnormal Psychology

**SOCIAL IV – Exam Paper Topics (Students answered three questions)**

<b>YEAR/ QUESTION TOPIC</b>	<b>1954</b>	<b>1956</b>	<b>1957</b>	<b>1958</b>	<b>1960</b>
National character			x	x	x
Measurement (Scaling)			x	x	
The group				x	
Social roles			x	x	x
Content Analysis				x	
Socialization					x
Social Perception				x	
Beliefs			x		
Authoritarian Personality					x
Leadership			x		
The interview					x
Basic Personality Type					x
Animal social behaviour			x	x	
Mass media & communication			x	x	
Psycholinguistics			x	x	

## **APPENDIX 4. A SELECTION OF COURSE DOCUMENTS**

### **1 Third Year Social Psychology Syllabi**

- 1.1 1960 Syllabus (2 pages)
- 1.2 1962 Syllabus
- 1.3 1963 Syllabus and exam
- 1.4 1968 Syllabus (2 pages)
- 1.5 1971 Syllabus (2 pages)
- 1.6 1972 Syllabus
- 1.7 1976 Syllabus (2 pages)
- 1.8 1981 Syllabus

### **2 Third Year Social Psychology Tutorial Program**

- 2.1 1989 Tutorial Program
- 2.2 1990 Tutorial Program
- 2.3 2003 Tutorial Program (4 pages)

### **3 Environmental Psychology Third Year**

- 3.1 1981 Syllabus - Minor Option
- 3.2 1990 Syllabus - Minor Option
- 3.3 Lecture Outline (5 pages) – Part of PSYC3212 Social Psychology

### **4 Social Skills / Social Interaction Third Year**

- 4.1 1981 Social Skills Minor Option
- 4.2 1990 Social Interaction Minor Option

### **5 Field Research Methods (MA/GDS)**

- 5.1 Syllabus
- 5.2 Tutorials

### **6 PSYC2113 Second Year Social Psychology**

- 6.1 2003 Syllabus
- 6.2 2003 Tutorial Program (2 pages)

### **7 Changes to Psychology Units of Study from 1999 (3 pages)**

### **8 Introduction of the Graduate Diploma in Science (Psychology) in 1999 (2 pages)**

1960

PSYCHOLOGY III - PASS

Social Psychology

A. Introductory.

1. Social psychology and general psychology. (Lindzey, Ch. 1, Bonner, Chs. 1 and 2.)
2. Biological background of social behaviour. (Britt, Ch. 2; Wenger, Jones & Jones, Ch. 2.)

B. Some Theoretical Approaches.

3. McDougall's "Group Mind"; the role of instincts in social behaviour. (McDougall: Social Psychology). "*Group Mind*."
4. Social conditioning. (Lindzey, Ch. 2; Britt, Ch. 6.)
5. Psychoanalytic theory in its application to social behaviour. (Lindzey, Ch. 4.)
6. Role theory. (Lindzey, Ch. 6; Maccoby, Newcomb & Hartley, Section 10.)
7. Concept of basic personality structure. (Kardiner: Psychological Frontiers of Society. Linton: Cultural Background of Personality.)
8. Cognitive theorising. (Lindzey, Ch. 3.)
9. Field theory in social psychology. (Lindzey, Ch. 5.)

C. Some Important Social Phenomena.

10. Child training and adult personality. (a) The Alorese. (Kardiner: Psychological Frontiers of Society)
11. (b) The Manus Islanders. (Mead: Growing Up in New Guinea.)
12. (c) The United States. (Sears, Maccoby & Levin: Patterns of Child Rearing.)
13. The authoritarian personality. (Maccoby, Newcombe & Hartley, pp. 636 et seq.)
14. Prejudice and ethnic relations. (Lindzey, Ch. 27, Britt, Ch. 23, Maccoby, Newcomb & Hartley, Section 13)
15. Leadership and followership. (Britt, Ch. 14, Lindzey Ch. 24.)
16. Changing culture patterns. (Swanson, Newcomb & Hartley, pp. 222 et seq.)
17. Language and conventional thinking. (Maccoby, Newcomb & Hartley, Section 1, Britt, Ch. 8, Osgood, Ch. 16.)

D. Some Research Techniques.

18. Sociometric measurement. (Lindzey, Ch. 11, Jahoda, Deutsch & Cook, Ch. 17.)
19. The interview. (Lindzey, Ch. 12, Jahoda, Deutsch & Cook, Chs. 12 and 13.)

OVER -

20. Studying social structure. (Lindzey, Ch. 7, Jahoda, Deutsch & Cook, Chs. 14 and 15.)
21. Studying racial differences. (Britt, Ch. 22.)

Textbooks:

No textbook is prescribed for the course.

References.

Lindzey, G.: Handbook of Social Psychology.

Maccoby, E.E., Newcomb, T.M. and Hartley, E.L.: Readings in Social Psychology. 3rd. ed.

Jahoda, M. Deutsch, M. and Cook, S.W.: Research Methods in Social Relations.

*Maccoby, Newcomb & Hartley 3rd.  
Swanson Newcombe & Hartley 2nd  
Newcombe & Hartley 1st.*

\* *Bonner "Social Psychology"*

*Britt "Social Psychology of Modern Life" (low level look, but comprehensive)*

*Weger & Jones "Physiological Psychology" (good & simple)*

\* *Cook "Social Psychology"*

*Altenberg "Social Psychology"*

\* *written from a particular point of view, & not good as factual.*

1962

PSYCHOLOGY III PASS

SOCIAL PSYCHOLOGY - EVENING CLASS

1. The scope and methods of social psychology.

Psychology and related social sciences - historical origins and development of social psychology - current emphases.

References: Asch, S. E. Social Psychology. Lerner and Lasswell (ed.) The Policy Sciences. HANDBOOK, Chapter by Allport.

Methods of enquiry - sociometric methods - the interview- the social survey - opinion and attitude measurement - content analysis.

References: Festinger and Katz - Research Methods in the Behavioural Sciences. Jahoda, Deutch and Cook - Research Methods in Social Relations. Stephan and McCarthy - Sampling Opinions. HANDBOOK, chapters by Lindzey and Borgatta; Maccoby and Maccoby; Edwards; Mosteller and Bush; Green; Berelson.

2. The social-cultural context of behaviour.

Society - group - the dimensions of groups - culture - convention - the dimensions of convention - role and status - sanction and conformity - socialization and social change.

References: READINGS, Parts 6, 8, 9, 10; HANDBOOK, chapters by Brown Kluckhohn; Sarbin; Riecken and Homans.

3. The study of small groups.

Small group structure - interaction processes - leadership - person perception - individual and group problem solving - language and informal communication patterns.

References: Hare, Borgatta and Bales - Small Groups. Bales - Interaction Process Analysis. Miller - Language and Communication. READINGS, Parts 1, 2, 3, 12; HANDBOOK, chapters by Kelly and Thibaut; Bruner and Tagiuri.

4. Interpersonal influences.

Communication and persuasion - group pressures and group decisions - propoganda - formation and function of opinions, attitudes and prejudice.

References: Hovland, Janis and Kelley - Communication and Persuasion. Asch, S. E. Social Psychology. READINGS, Parts 4, 5, 7, 13; HANDBOOK, chapter by Hovland.

Textbook: Maccoby, E. E., Newcomb, T. M. and Hartley, E. L. (Editors) Readings in Social Psychology. 3rd ed., 1958.

Reference: Lindzey, G. (ed.) Handbook of Social Psychology 2 vols., 1954.

(These are referred to above as READINGS and HANDBOOK)

1963

PSYCHOLOGY III PASS

SOCIAL PSYCHOLOGY - EVENING CLASS

1. The scope and methods of Social Psychology.

Psychology and related social sciences - historical origins and development of social psychology - current emphasis.

References: Asch, S. E. Social Psychology. Lerner and Lasswell (ed.) The Policy Sciences. HANDBOOK, Chapter by Allport.

~~3.1~~ { Methods of enquiry - sociometric methods - the interview - the [social survey] - opinion and attitude measurement - content analysis.

References: Testinger and Katz Research Methods in the Behavioural Sciences. Jahoda, Deutch and Cook Research Methods in Social Relations. Stephan and McCarthy Sampling Opinions. HANDBOOK, chapters by Lindzey and Borgatta; Maccoby and Maccoby; Edwards; Mosteller and Bush; Green; Berelson.

2. The social-cultural context of behaviour.

Society - group - the dimensions of groups - culture - convention - role and status - sanction and conformity - socialization and social change.

References: READINGS, Parts 6,8,9,10; HANDBOOK, chapters by Brown, Kluckhohn; Sarbin; Riecken and Homans.

3. The study of small groups.

Small group structure - interaction processes - leadership - person perception - individual and group problem solving - language and informal communication patterns.

References: Hare, Borgatta and Bales Small Groups. Bales Interaction Process Analysis. Miller Language and Communication. READINGS, Parts, 1,2,3,12; HANDBOOK, chapters by Kelly and Thibaut; Bruner and Tagiuri.

~~3.2~~ { 4. Interpersonal influences.

Communication and persuasion - group pressures and group decisions - propaganda - formation and function of opinions, attitudes and prejudice.

References: Hovland, Janis and Kelley Communication and Persuasion. Asch, S.E. Social Psychology. READINGS, Parts 4,5,7,13; HANDBOOK, chapter by Hovland.

TEXTBOOKS:

Shibutani, T. Society and Personality, 1962.  
Maccoby, E.E., Newcomb, T.M. and Hartley, E.L. (Editors) Readings in Social Psychology. 3rd. ed., 1958. (x)

University of Sydney

FACULTY OF ARTS

Psychology III

PASS

Second Paper

SOCIAL PSYCHOLOGY

FRIDAY, 29TH NOVEMBER, 1963. 9.30 A.M. TO 12.30 P.M.

Answer four questions

In each question except 7, alternative (a) is recommended for Day students, and alternative (b) is recommended for Evening students

1. (a) Compare role theory with stimulus-response theory as regards their adequacy in accounting for socialization.

Or,

(b) Describe the notion of "convention", relating it to such terms as norms, custom, and culture. Illustrate its application by reference to observational studies.

2. (a) Give an account of the Adorno group's views of the dynamics of conformism, commenting on the evidence they present.

Or,

(b) Much time is wasted in arguments about what constitutes a social group. Show how such differences may be resolved by adopting a general definition and a dimensional approach. Illustrate by reference to earlier classificatory schemes and current empirical approaches.

3. (a) If the control and direction of aggression is a general social problem, what seem to be the main ways in which it is handled in either (i) our own culture; or (ii) primitive cultures?

Or,

(b) Discuss Shibusutani's treatment of "social control" in relation to consensus and personal autonomy.

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2

4. (a) Using examples from any cross-cultural study you choose, comment on the utility and limitations of psychoanalytic explanations of the origin of social customs.

Or,

(b) To what extent does an individual's valuation of his membership of a group have a bearing on his being influenced by a persuasive communication and by conformity pressures within the group? Include reference to experimental material within your answer.

5. (a) What are the dynamic conditions necessary for propaganda to be successful? How do propagandists try to approximate these when they cannot actually control rewards and punishments?

Or,

(b) Assess the relative importance of the parts played by the communicator and the communication in persuasion. Refer to experimental evidence to support your views.

6. (a) Briefly comment on the virtues and defects of the following as techniques for investigating attitudes: the interview; the questionnaire; the sociometric method; projective tests.

Or,

(b) Discuss one of the following devices and its use in a chosen area of social psychological research: the survey; the sociometric method; scalogram analysis; participant observation; attitude scale; questionnaire.

7. (a) Discuss and relate any two of the following topics as presented in Shibusutani's "Society and Personality": social group; primary group; role playing; volition; socialization; development; social control; personal autonomy; norms; sentiments; social status; self esteem; personal identity.

Or,

(b) Discuss the social structure of the interview with particular reference to the roles of interviewer and respondent. How might these variables affect the information obtained by the interviewer?

1968

PSYCHOLOGY III PASS AND HONOURS

C. SOCIAL PSYCHOLOGY

(a) Theoretical approaches to social psychology

The nature and domain of social psychology. The need for scientific principles of social behaviour. Distinctive characteristics of interaction. Behavioural versus 'dynamic' models of behaviour. Personalistic versus situational determinants.

(b) Methods of social enquiry.

The experiment and the field study. Survey methods. Interview, questionnaire, and participant observation. Panel studies. Sociometry, content analysis.

(c) Social factors in psychological processes.

Social perception. The nature of person perception. Varieties of inferences. Culturally provided categories: the social stereotypes. Selective organisation of social cognitions. Cognitive change and personality.

(d) Social attitudes.

Attitude structure and measurement. Components of attitude. Attitude scales and scaling methods. Reliability and validity of attitude scales. Attitude function. The functional character of prejudice. Personality and values in relation to attitudes. Social norms and attitude development. Attitude consistency as an organizing principle. Dissonance theory (Festinger). Balance theory (Heider). A functional theory of attitudes (Katz). The 'three-process' theory of social influence (Kelman). Processes of attitude changes. Credibility and prestige of the communicator. Organisation of the communication, and primary-recency effects. 'Commitment' and attitude changes. Persuasibility and resistance. Fear-arousing appeals. Persuasive communication in a social-cultural context.

(e) Social and cultural environment.

Language and communication. The function of words. The measurement of meaning. Experimental studies of language and cognition, and their interrelationships. The 'linguistic relativity' hypothesis. Social 'positions'. Explanatory function of 'social role' in behaviour. Social class as status-system and as social environment. Social mobility and status discrepancies. Social learning. Antecedents of the 'authoritarian personality'. Personality and religious attitudes. Personality and political attitudes. Personality and ethnocentrism. Personality and social class.

(f) Group structure and process.

Groups and organisations. Methods for the study of the structure and functions of groups.

Interpersonal attraction and group 'affect structure'. The 'complementary needs' and exchange. Theories of interpersonal attraction. Leadership and group structure. Leadership characteristics, leader personality in relation to group goals. Stable and unstable groups. Changing role of the leader. Group 'effectiveness' versus group 'efficiency'. Group task-motivation and group productivity. Group effectiveness and the nature of member interaction.

The individual in the group. Role behaviour as a function of personality and multiple group membership. Role conflict. Group pressure and conformity. Conformity versus 'conformism'. Personality and conformity.

The nature of inter - group relations. Group conflict, prejudice and discrimination. Resolution of conflict, and factors maintaining prejudice and discrimination.

TEXT-BOOKS

Secord, P.F. and Backman, C.W., Social Psychology, McGraw-Hill, 1964

Backman, C.W. and Secord, P.F., Problems in Social Psychology, McGraw-Hill, 1966.

(Both texts are available in paperback editions)

SYLLABUS

PSYCHOLOGY III PASS AND HONOURS 1971

A. SOCIAL PSYCHOLOGY

1. Introduction : Behaviour in groups and in the presence of others.

- (a) The nature and domain of social psychology. Approaches to social psychology. Conceptions of the social nature of man.
- (b) The problem of conformity and independence (Asch). Obedience to legitimate authority (Milgram). Laboratory and field research on altruism and social responsibility (Darley and Latané). Social comparison processes. Theories of interpersonal attraction and affiliation. The acquaintance process (Newcomb). Self presentation, impression management and embarrassment (Jones). Coaction and social facilitation (Zajonc). Conflict, cooperation and competition. Groups under stress in the laboratory and in real life. The comparative psychology of social behaviour.

2. Individual and Society:

- (a) The bureaucratic personality (Merton) as an example of adult socialization. Merton's reference-group theory of norm-formation and the problem of differentiating between personality and culture.
- (b) The role-theory approach (Sarbin) to norm-formation and the problem of distinguishing 'self' from 'role'. The S-R theory (Sears) approach to norm-formation and the problem of 'intrinsic motivation'.
- X (c) The concept of attitude: distinction from (a) cognitions and (b) preferences. Evaluation as the concept of 'what ought to be done'. Attitude-propagation as a technique of control.
- X (d) "The Authoritarian Personality" (Adorno). The course of the research. Ethnocentrism as a world-view; its relation to prejudice. Authoritarianism as a personality variable. Techniques and problems in its assessment (F-scale).
- (e) Diagnosis of underlying dynamics of authoritarianism, and their origins. Authoritarianism of the right and left (Rokeach, Shils). The effects of social and economic pressures.
- (f) Political attitudes. Conservatism vs. liberalism (McClosky). Radicalism and alienation in American college youth (Haan, Smith, and Bloch; Keniston, etc.).

Social  
(Merton)

1971  
Revised  
for 1972

Psychology III Cont'd.

- (g) Traditional culture and personality studies (e.g., Kardiner: The People of Alor). The conceptions of modal personality and basic personality structure. Relationships between child-rearing and economic factors. Methodological problems of cross-cultural studies.
- (h) Studies of parental deprivation in Western cultures: Ecological studies of deviance and mental illness. Effects of migration on the ecological and cultural orders (Paris).
- (i) Distribution of mental illness over social classes (the New Haven study: Myers and Roberts). Family relations and social pressures typical of different classes in modern technological societies.

3. Attitudes and Persuasive Influence

- (a) The nature and measurement of attitudes. Theories of attitude organisation: consistency as an organising principle. Types of consistency theory: balance (Heider); congruity (Osgood); cognitive dissonance (Festinger); affective-cognitive consistency (Rosenberg). 'Psychological' vs. 'logical' consistency (Rosenberg, McGuire, Fishbein, etc.) Consistency theories and explanations of attitude change. Other types of theory, e.g. 'functional' (Katz), 'reinforcement' (Kelman) offered as explaining attitude changes.
- (b) Field and laboratory studies of attitude structure and change. The two-step flow theory (Katz and Lazarsfeld). Latitudes of acceptance and rejection (Hovland, Sherif et. al.). Communicator credibility; communication styles, content and organisation; one-sided vs. two-sided presentation of arguments; order of 'pro' and 'con' arguments; elaboration of arguments and counter-arguments; conclusion-drawing, explicit vs. implicit; commitment; fear-arousal; and other variables related to attitude change induced by a persuasive message. Personality and other correlates of persuasibility. Membership and reference groups as mediators of attitude stability and change; Mass media structures, processes and influence.

Social  
(man)  
EPM

Reference Books:

BACKMAN, C. & SECORD, P. Problems in Social Psychology. N.Y. McGraw-Hill, 1965.  
KIESLER, C., COLLINS, B. & MILLER, N. Attitude Change. N.Y. Wiley, 1969.  
LINDZEY, G. & ARONSON, E. (Eds.) Handbook of Social Psychology. Vols. 1-5, (Rev. Ed.) Reading Addison-Wesley, 1969.  
MANN, L. Social Psychology. Sydney, Wiley, 1969.  
PROSHANSKY, H. & SEIDENBERG, B. (eds.) Basic Studies in Social Psychology, N.Y., Holt, 1965.  
SECORD, P. & BACKMAN, C. Social Psychology, N.Y. McGraw-Hill 1989 Tutorial Program  
STEINER, I. & FISHBEIN, M. Current Studies in Social Psychology, N.Y. Holt, 1965.  
ZIMBARDO, P. & EBEBSEN, E. Influencing attitudes and changing behaviour. Reading. Addison-Wesley, 1969.

PSYCHOLOGY II B -- 1972

PSYCHOLOGY III -- 1972

(Major option in Lent Term)

Social Psychology

1. Introduction: Behaviour in groups and in the presence of others

- (a) The nature and domain of social psychology. Conception of the social nature of man.
- (b) The problem of conformity and independence (Asch). Obedience to legitimate authority (Milgram). Laboratory and field research on altruism and social responsibility (Darley and Latané). Social comparison processes. Theories of interpersonal attraction and affiliation. The acquaintance process (Newcomb). Self presentation, impression management and embarrassment (Jones). Coaction and social facilitation (Zajonc). Conflict, cooperation and competition. Groups under stress in the laboratory and in real life. The comparative psychology of social behaviour.

2. The "primary group" in action

The individual and the group. Processes of interaction between the individuals in a group. Evolution of group structures. "Psychogroup" and "sociogroup". "Internal" and "external" group environments. Affect and status. Power and leadership. Leadership types and group "climates". Communication structures and the flow of information in groups as related to task-effectiveness.

3. The individual in society

Inter-group relations, conflict and resolution. Social perception, "stereotyping", prejudice and discrimination ethnocentrism and authoritarianism. Class structures and interest groups within society. Social class and socialisation, child-rearing and the transmission of culture. The learning of norms and social roles in children and adults. Socialisation and social integration; isolation, alienation and anomie vs. individual autonomy.

Textbook: Freedman, J.L., Carlsmith, J.M., and Sears, D.O.  
Social Psychology. (Prentice Hall, 1970).

References: Brown, R. Social Psychology. 1965.

Doob, A. & Regan, D. Readings in Experimental Social Psychology. (Appleton - Century - Crofts, 1971).

Lindzey, G. and Aronson, E. Handbook of Social Psychology. Vols. 1-5, (Addison-Wesley, 1968).

Mann, L. Social Psychology. (Wiley, 1969).

SOCIAL PSYCHOLOGY IIB/III 1976

(Major Option in Michaelmas Term)

**Lecturers:** Dr. Brian Crabbe  
Dr. Michael Walker  
Mr. Alan Craddock

**Text:** Baron, R.A., Byrne, D., and Griffitt, W. Social Psychology.  
Boston: Allyn and Bacon, Inc. 1974.

**References:** Relevant to each topic will be supplied during the course.

**Syllabus:** Topics 1 to 6 below received coverage in the First Year Social Psychology course. Students will be expected to be familiar with at least the text book coverage of these topics, but lectures will concentrate on topics 7 to 13.

Chapter references refer to the text.

1. Defining Social Psychology (Ch. 1)  
History, subject matter and approaches.
2. Social Research Methods.  
Methods of enquiry : Experiment and Survey; Laboratory and Field Studies.  
Methods of gathering data : Direct observation, Participant Observation, Interview, Questionnaire, Unobtrusive Measures, Projective and Indirect Techniques, Social Statistics, Documents.
3. Social Influence : Conformity Compliance and Obedience (Ch. 3)
4. Imitation, Modeling and Social Learning (Ch. 4)
5. The Nature, Measurement, and Acquisition of Attitudes (Ch. 5)
6. Changing Attitudes and Behaviour (Ch. 6)
7. Attraction, Liking and Love (Ch. 2)  
Interpersonal attraction : possible determining factors e.g. similarity of attitudes, similarity of personality, anxiety and stress, proximity, reciprocity of liking.  
The acquaintance process and friendship : theoretical and empirical studies of the development of interpersonal relationships & the nature of friendship and its measurement : factors effecting the origin and formation of friendships.

2/...

8. Pro-Social Behaviour : Altruism and Helping (Ch. 7)

Altruism distinguished from helping behaviour; determinants of helping behaviour in a variety of situations, including bystander intervention in emergencies, modeling, etc. Receiving help.

9. Aggression and Violence (Ch. 8)

Definitions and theoretical perspectives; situation and personality origins of aggressive behaviour; the effects of aggressive models in the mass media; the frustration-aggression hypothesis; positive and negative aspects of aggression; sex and aggression; panic and violence; aspects of juvenile delinquency; the control of violence.

10. Person Perception (Ch. 9)

Perception of persons compared with perception of things; perceiving emotions; body language; judging personality; the importance of physical attributes; the attribution theories of Heider, Jones and Davis, Kelley; attribution of causality and responsibility; labelling and mental illness; attribution therapy; application of attribution theory in everyday life.

11. Co-operation and Bargaining (Ch. 10)

Co-operation and competition; the Prisoner's Dilemma; Game theory; decision theory and social behaviour; aspects of negotiation and bargaining.

12. Group Influences upon Individual Behaviour (Ch. 11)

Group effects upon task performance and decision-making.  
Deindividuation : Groups as releasers of anti-social behaviours.  
Patterns of influence within groups : Leadership behaviour; with special reference to the role of Authoritarian and Machiavellian characteristics as factors in group interaction and performance.

13. Environment and Social Behaviour (Ch. 13)

Personal space.

The effects of overcrowding in animal and human populations; crowding in cities; cultural comparisons of density levels and their effects.

Housing types and their effect on social interaction, privacy and crime.

PSYCHOLOGY IIB/III 1981

SOCIAL PSYCHOLOGY

(Major Option in Trinity Term)

LECTURER: Dr. B. Crabbe Dr. A. Craddock.

1. Prejudice and Discrimination

Definitions and measurements; theoretical approaches; practical issues; minority groups, understanding and modifying prejudice.

2. Interpersonal Attraction

Possible determining factors eg. similarity of attitudes, similarity of personality, anxiety and stress, proximity, reciprocity of liking.

3. Altruism, Helping Behaviour and Social Support

Altruism distinguished from helping behaviour; determinants of helping behaviour in a variety of situations, including bystander intervention in emergencies, modeling etc. The effect on the recipients of help.

4. AGGRESSION: - its nature, causes and control

Defining aggression, assertiveness and violence; theories of the causes of aggressive behaviour; factors influencing aggression: personality, drugs environment conditions, socio-cultural conditions, genetic factors; the prevention or control of aggression.

Social Exchange

5. Co-operation and Competition. Bargaining and Negotiating. Perceived Fairness in Social Exchange.

6. Groups and Individual Behaviour

Social facilitation; group decision making; deindividuation; leadership: patterns of influence in groups.

TEXT:

Baron, R.A., & Byrne, D. Social Psychology. Massachusetts; Allyn & Bacon, 1977, 2nd edition. (Hardcover) or 1978 International Student Edition (Softcover).

## 2.1 1989 Tutorial Program

IIB/III, 1989

### SOCIAL PSYCHOLOGY TUTORIAL PROGRAMME

6-9 March	1. Class Exercise: 2. Outside class:	Stereotypes Collect data on Sex Role Stereotypes, and read for Discussion (See sheet)
13-16 March	1. Exercise and Discussion: 2. Film: Discussion:	Sex Role Stereotypes Prejudice (See sheet)
20-23 March	1. Class Exercise: 2. Film:	Risky Shift 'Group Think'
3-6 April	1. Class Exercise:	Group vs Individual Problem Solving
10-13	1. Field Exercise: 2. Outside class:	The Effect of Mood on Helping Behaviour - Introduced Collect Mood data
17-20 April	1. Film: Discussion:	Deindividuation Can you think of examples of deindividuation in our present society? What factors are responsible? How can the occurrence of such phenomena be counteracted?
24-27 April	1. Class Exercise: 2. Field Exercise:	Social Traps Mood State - Return data to class
1-4 May	1. Field Exercise: 2. Film: 3. Discussion:	Mood State - Discussion of data Conflict and Negotiation 'Examine the roles of bargaining and negotiation in reduction of conflict in families'
8-11 May	1. Class Practical: 2. Field Exercise:	Defining Aggression Television Violence - Introduced
15-18 May	1. Field Exercise: 2. Film: Discussion:	Television Violence - Return data Aggression To what extent has violence on television made individuals in our society, especially children, more aggressive?
22-25 May	1. Film: Discussion:	Bystander Intervention in Emergencies Teaching Altruism to Children
29 May - 1 June	1. Discussion:	'Is Social Psychological Research ethical?'
5-8 June	No class Submit classwork by Tuesday, 6th June. (Classwork may be available for return immediately following the Social Psychology Examination from Room 657, Mungo MacCallum)	

## 2.2 1990 Tutorial Program

### PSYCHOLOGY IIB/III, 1990

#### SOCIAL PSYCHOLOGY TUTORIAL PROGRAMME

5-9 March	1. Class exercise and discussion: 2. Outside class:	Stereotypes Read for discussion on Sex Role stereotypes
12-16 March	1. Class exercise and discussion: 2. Film:	Sex Role Stereotypes Prejudice
19-23 March	1. Class exercise and discussion: 2. Film and discussion:	Group Polarization Group Think
26-30 March	1. Class exercise and discussion:	Group vs Individual Problem Solving
2-6 April	1. Film and discussion:	Deindividuation
9-27 April (Split week Easter Break intervenes)	1. Film: 2. Field Exercise introduced: 3. Outside class:	Bystander Intervention Mood State and Helping Behaviour Collect data
30 April - 4 May	1. Film and discussion 2. Class exercise: 3. Outside class:	Schachter's Experiment Attraction Read for class discussion next week
7-11 May	1. Class discussion 2. Mood State data returned	"Is similarity or complementarity more important in the formation of friendship?"
14-18 May	1. Mood State data discussed	
21-25 May	1. Class Exercise OR Field Exercise	'Attribution of Responsibility' 'Accidents Explanation'
28 May - 1 June	1. Class Exercise Submit report	'Person Prototypes'
4-8 June	No class	

### SOCIAL PSYCHOLOGY 3212, 2003

Dear tutors,

Here is material for the tutorials. I've put a hardcopy of this plus supporting material in the mail to you. Let me know if you don't already have a copy of the text book Baron and Byrne. (10th edition, 2003)

Don't feel you need to stick exactly to weeks. Some may run short, others over. But you should cover all the material. Plan ahead. It may sometimes be best to get students to complete a questionnaire the previous week so that you have time to analyze the data to present to the class the following week, during which time students would read the reference and be ready for class discussion. Recommended reading for the students is as printed on the separate two page programme handout for students. The class quiz in the final week will be based on those references. In just a few cases I have supplied you with additional reference as a background but the students don't need to read it.

Also of general relevance to each topic, you may wish to refer to the lecture notes for PSYC 3212 on the school's web site: [www.psych.usyd.edu.au](http://www.psych.usyd.edu.au) To access the material, you go via the Teaching link to 3212, and to access notes, log in as "student", with password "Skinner" (case sensitive).

You will need to photocopy the tutorial programme handout (inserting your own name as tutor), and questionnaires used in exercises, for your students.

#### **Week 2, 17-21 March. DEFINING AND MEASURING TYPES OF FRIENDSHIP**

Parlee M.B. (1979) *The Friendship Bond* Psychology Today, 13, 42-45  
Baron and Byrne (2003) Chapter 8, Page 304-305

The aim of this tutorial is to get students to think about the distinguishing characteristics of various types of friends, recognising that the term "friends" is used quite loosely in everyday language. Emphasise to students that it is important to have a precise definition for research on the topic.

See "Friendship tutorial" sheet attached. I suggest copy table sheet and hand out to students, (or they can draw up their own table,) nominating what characteristics of different types of friendship, and rate them as essential etc. Draw up a similar table on the board, and by a show of hands, you can record consensus for each type. As time permits, in addition to distinguishing the characteristics of "close/best friends" and "friends", you could add say "work friends" or "class friends" etc.

The "Psychology Today" list may help, together with the other questionnaires attached.

#### **Week 3, 24-28 March. ATTACHMENT STYLE AND RELATIONSHIP BREAKUP**

Feeney J. and Noller P. (1992) *Attachment style and romantic love: relationship dissolution* Australian Journal of Psychology, 44, 69-74. (Photocopy attached)  
Baron and Byrne (2003) Ch 8, Pages 305-311.

Attached are

- (1) an explanation sheet prepared by Alan Craddock,
- (2) a questionnaire (double sided). You'll need to duplicate sufficient copies for your

- 2 -

classes,

(3) article by Feeney and Noller.

(4) example copy of results from a previous year (but better to collate results of your own students, then discuss them in class the following week.)

Main things to do are

(1) get students to complete and score it in class (or outside class if you wish to give out the questionnaire the previous week and they remember to return with it.) Check that they are scoring correctly, then tabulate the data as they call it out. (If your class is small, you may wish to pool and analyze data for all your classes during the week.)

(2) discuss the variables and predictions. Get students to look at article during the week.

(3) present and discuss results following week.

#### **Week 4, 31 March - 4 April. AGGRESSION**

Discussion of definitions of aggression  
Baron and Byrne (2003) Pages 435-438

Attached are

(1) A rating sheet students should do in class. Tally frequencies, drawing out in discussion different definitions that students are using. Attempt to derive a definition agreed to by all.

(2) A separate sheet of definitions, but for your use: no need to hand out to students.

(4) There is a video (half hour) also available. Contact me if you wish to borrow it. You will need to arrange video equipment for your room.

(5) "Weapons effect" exercise. If time, introduce this topic and you may discuss various ways in which this topic could be studied, but NOT actually collect data. Rather than interviews outside a gun shop, several years ago students put up on one of the Eastern Avenue noticeboards a movie poster with guns prominently displayed. They carried out the interview with respondent facing the poster.

#### **Week 5, 7-10 April. CHILDREN IN HIGH RISE BUILDINGS.**

Gifford R. (1997) *Environmental Psychology*, 2nd ed Boston: Allyn and Bacon Pages 211-212 (photocopy attached)

A video "Living is not four walls" is available for discussion. In discussing the video, you may wish to set out on the board the issues:

What are the needs of children? This will undoubtedly vary depending on the age of the children, so you might select a specific group for your discussion eg pre school, kindergarten.

Second column to indicate in what ways high rise dwellings may be facilitating or hindering these needs.

Third column to indicate can the problems be overcome by alternative design, or management.

Do alternative forms of housing (eg detached house) meet these needs better?

**Week 6, 14-17 April. CITY LIVING AND COGNITIVE OVERLOAD.**

Milgram S. *The Experience of Living in cities* Science, 1970, 167, 1461-1468. (Photocopy attached)

There is a video you should borrow from me for discussion. Also attached article by Milgram. Do not show all the video: show only the part that deals with Milgram's ideas on adapting to overload. Begin at the section showing the Hari Krishnas, and end after the singles' bar scene. I find a good way to start discussion is to get students to recall what Milgram suggests are the ways of adapting to overload (they are also listed on Page 1462 of the article), the example given in the film of each, other examples students can think of, and their evaluation of the concept. Do students themselves think they adapt this way?

Preparation ahead for Week 8: Hand out materials for week 8 to students, and request they return data to you in Week 7. You then collate data and present for discussion in Week 8.

**EASTER RECESS**

**Week 7, 28 April - 1 May. JURY DECISION MAKING**

Baron and Byrne (2003) Chapter 13, Pages 531-537

There are two exercises which can be done in class, aimed at showing how "judges' instructions" and "occupational status of the defendant" may effect verdicts. You might also discuss issues relating to whether studies like these using students bear much relationship to real juries.

**Week 8, 5 - 8 May. ATTRIBUTING RESPONSIBILITY**

Baron and Byrne (2003) Chapter 2, Pages 49-64.

See exercise attached. Give each student one set of the 4 stories, and 4 questionnaires, and ask them to find four friends or relatives, and get each to read and respond to one story. Return data to you, analyze, and present to class for discussion. and respond

**Week 9, 12-15 May. STUDENT PROTOTYPES AND MEMORY**

Forgas J.P. (1983) *The effects of prototypicality and cultural salience on perceptions of people* Journal of Research in Personality, 17, 153-173.

See exercise attached. Carry out data collection in class, scoring and collate data on the board. Students to take results away with them, read reference during the week, and return for discussion in the first part of next week. Discuss hypotheses and results

**Week 10, 19-22 May. SEX ROLE STEREOTYPES IN ADVERTISING**

Manstead A.S.R. and McCulloch C. (1981) *Sex role stereotyping in British television advertisements* British Journal of Social Psychology, 20, 171-180. (Students don't need to read this)

See exercise attached. You will need to borrow a video from me of advertisements, or record some of your own. Carry out data collection in class, scoring and collate data on

## 2.3 2003 Tutorial Program (4 pages), page 4.

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the board. I find doing the analyzing as a group show of hands as you go along, and recording the consensus, is the best way.

### **Week 11, 26-29 May. RELATIONAL ATTRIBUTIONS**

Fincham F.D., Bradbury T.N. and Beach S.R. (1990) *A reappraisal of cognition in marriage and in marital therapy* Journal of Family Psychology, 4, 167-184. (Photocopy attached; students don't need to read this))

See exercise attached.

### **Week 12, 2-5 June. DEALING WITH CONFLICT**

See exercise attached.

### **Week 13, 9-12 June. CLASS QUIZ**

**Brian 28/3/03**

15.

PSYCHOLOGY III 1981

ENVIRONMENTAL PSYCHOLOGY

Lecturers: Dr. B. Crabbe; Dr. A. Craddock.

(Minor option in Lent Term)

The Environment and Social Behaviour

Social Variables: Social interaction, personal space and privacy, crime and aggression.

Environmental Variables:

The City - the effects of density and crowding on social behaviour

The Built Environment - the effect of varying designs of housing, offices and social institutions (schools and hospitals) on social behaviour

Special problems of particular groups -

Children  
Marital partners  
Families  
Communities

Text: No prescribed text.

References: Heimstra, N.S.W., and McFarling, C.H.

Environmental Psychology  
Monterey, California: Brooks/Cole  
Publishing Company, 1974.

Altman, I. The Environment and Social Behaviour  
Monterey, California: Brooks/Cole Publishing  
Company, 1975.

**PSYCHOLOGY III**  
**ENVIRONMENTAL SOCIAL PSYCHOLOGY**

**Semester 2 1990**

**Lecturers: Dr. B. Crabbe, Dr. A. Craddock**

1. **Aspects of the physical environment and their effects on social behaviour.**
  - a) **Environmental Variables: Building interiors - the internal design of houses, offices and mental institutions. Site plans - a comparison of various housing types: detached houses; low rise units; high rise units. The City - the effect of density, crowding and other environmental stressors.**
  - b) **Social Variables: Social interaction: attraction and friendship. Personal space, territoriality and privacy. Aggression, Crime and Helping behaviour.**
2. **Special problems of particular groups: Children, families, the elderly, communities.**

**TEXT:**

Gifford, R. (1987) *Environmental Psychology: Principles and practice*. Boston: Allyn and Bacon.

**REFERENCES:**

Fisher, J.D., Bell, P.A. & Baum, A. (1984) *Environmental psychology*. (2nd Ed.). New York: Holt, Rinehart & Winston.

Holahan, C.J. (1982) *Environmental psychology*. New York: Random House.

### 3.3 Lecture Outline (Environmental Psychology) (5 pages), page 1.

## PSYCHOLOGY 3212

### ENVIRONMENTAL PSYCHOLOGY

Lecturer: Dr Brian Crabbe  
Room 657, Mungo MacCallum Building  
Telephone: 9351 4236

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#### Introductory Books on Environmental Psychology

1. Bell PA; Fisher JD; Baum A and Greene TC (1996) *Environmental Psychology*, Fort Worth: Harcourt Brace College Publishers.
2. McAndrew FT (1993) *Environmental Psychology*, Pacific Grove, California: Brooks/Cole Publishing Company.
3. Gifford R (1997) *Environmental Psychology*, Boston: Allyn and Bacon.
4. Holahan CJ (1982) *Environmental Psychology*, New York: Random House.

#### Earlier Introductory Books.

5. Porteous JD (1977) *Environment and Behaviour*, Reading, Massachusetts: Addison-Wesley Publishing Company.
6. Altman I (1975) *The Environment and Social Behaviour*, California: Brooks/Cole Publishing Company.
7. Heimstra NW and McFarling LH (1974) *Environmental Psychology*, California: Brooks/Cole Publishing Company.
8. Ittelson WH et al (1974) *An Introduction to Environmental Psychology*, New York: Holt, Rinehart and Winston.

#### Associations:

USA: The Environmental Design Research Association (EDRA)  
Australia: People and Physical Environment Research (PAPER)

**Major Journal:** Environment and Behaviour

#### LECTURE 1.

What is Environmental Psychology?

Defining environment

Practical concern for the environment

Psychology's potential contribution

Defining environmental psychology ('The study of the reciprocal relationship between behaviour and the physical environment').

Research methods - laboratory and field studies

**References:** Chapter 1 of any of the recent introductory texts.

### 3.3 Lecture Outline (Environmental Psychology) (5 pages), page 2.

## PSYCHOLOGY 3212

### ENVIRONMENTAL PSYCHOLOGY

Lecturer: Dr Brian Crabbe  
Room 657, Mungo MacCallum Building  
Telephone: 9351 4236

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#### LECTURES 2 AND 3

##### Buildings

###### Housing Types

Comparison of: detached houses  
low rise units (4 storeys or less)  
high rise units (5 storeys or more)

with respect to: social contact  
privacy  
territoriality and defensible space  
common space

###### Social Contact

Gifford - Chapter 9 'Thriving and Surviving at home and in the city'

Bell pp.445-462. 'The Residential Setting'

McAndrew - Chapter 10, pp.205-224. 'Residential Environments'.

Fisher pp. 291-298

Hollahan pp. 324-333, 338-339

Heimstra pp. 43-59

Ittelson pp. 267-276

Fanning D.M. Families in Flats. *British Medical Journal*, 1967, 18, 382-386

Michelson W. *Environmental Choice, Human Behaviour and Residential Satisfaction*. New York: Oxford University Press, 1977. Chs 5 and 6.

Stevenson A., Martin E. and O'Neill J. *High Living: A study of Family Life in Flats*. Melbourne: Melbourne University Press, 1967.

Crabbe B.D. and Alexander K.M. Social Contact and Dwelling Type in Thorne R and Arden R. *People and the Man Made Environment*, University of Sydney, Architecture, 1980.

###### Common Space

Foddy W.H. and Reid B. *Multi-own-your-own-unit: Residential Complexes*. Monash University Monograph. Ch. 2.

###### Privacy and Territoriality

Gifford - Chapters 6 and 7.

Bell and McAndrew (see index)

Hollahan Chapter 8

Altman Chapters 2 and 3.

Ittelson pp. 152-160

Westin A.F. (1967) *Privacy of Freedom* New York: Atheneum

###### Defensible space and crime

Newman O. (1972) *Defensible Space*. New York: MacMillan

Environmental Design Research Association (1996). Interview with Oscar Newman.

### 3.3 Lecture Outline (Environmental Psychology) (5 pages), page 3.

## PSYCHOLOGY 3212

### ENVIRONMENTAL PSYCHOLOGY

#### LECTURES 4 AND 5

#### Cities

Text: Gifford - Chapter 7 'Crowding'

#### General References (any of the following)

Bell Chs 9 and 10	Altman Ch 9 and 10
Porteus Ch 7	Heimstra pp. 100-106
Holahan Ch 7	Ittelson pp. 250-263

#### 1 Defining Density

- 1.1 Density - objective measure. 'The number of social units per unit of space'. Household and Population.
- 1.2 Crowding - subjective measure. 'Crowding exists and is perceived as such by an individual when the individual's demand for space exceeds the available supply of such space.'

#### 2 Theories of the Effects of Density

Fischer, C.S. The Urban Experience. N.Y. : Harcourt Brace Jovanovich, 1976. pp. 154-164.

- 2.1 Interference and distribution of resources
- 2.2 Invasion of territory and personal space.
- 2.3 Overstimulation and overload.  
Milgram, S. The Experience of Living in Cities. Science, 1970, 167, 1461-1468.

#### 3 Empirical Studies of the Effects of Density

- 3.1 Animal Data:  
Calhoun, J.B. Population Density and Social Pathology, Scientific American, 1962, 206, 139-148.
- 3.2 Human studies:
  - 3.2.1 Mental Disorders. Possible other causes, viz. Social isolation, crime, stressors such as noise, traffic, lack of privacy.
  - 3.2.2 Cross cultural studies.  
Schmitt, R.C. Implications of Density in Hong Kong. American Institute of Planners Journal, 1963, 210-216.
- 3.3 Social contact - Friendships and acquaintances. Theory of Specialized Withdrawal. (Baldassare)  
Sutcliffe, J.P. & Crabbe, B.D. Incidence and Degrees of Friendship in Urban and Rural Areas. Social Forces, 1963, 42, 60-67.  
Baldassare, M. The Effects of Density on Social Behaviour and Attitudes. American Behavioural Scientist American Behavioural Scientist, 1975, 18, 815-825.
- 3.4 Helping behaviour  
Milgram, S. (op.cit.)  
Korte, C. The Impact of Urbanization on Social Behaviour. Urban Affairs Quarterly, 1976, 12 21-36.

### 3.3 Lecture Outline (Environmental Psychology) (5 pages), page 4.

## PSYCHOLOGY 3212

### ENVIRONMENTAL PSYCHOLOGY

#### LECTURE 6

##### Cities (Continued)

4. Stress produced by aspects of the physical environment  
The nature of stress. 'Any situation in which the environmental demands on individuals exceed their abilities to respond'.

Gifford (see index)  
Bell et al Pp 131-139  
Holahan P. 157-162, 176-180.

4.1 Models of Stress:

Physiological model  
Psychological model

4.2 Characteristics of stressors:

Cataclysmic stressors  
Personal stressors  
Background stressors

4.3 The role of perceived control.

5. Noise as a source of stress

Gifford (see index)  
Bell et al. Ch. 5.  
Holahan Pp. 164-169.

5.1 Noise - defined as unwanted sound

5.2 Dimensions of noise: Volume, predictability, perceived control, length

5.3 Effects of noise:

Physiological effects  
Health effects  
Social interaction and attraction  
Helping behaviour  
Aggression

### 3.3 Lecture Outline (Environmental Psychology) (5 pages), page 5.

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## PSYCHOLOGY 3212

### ENVIRONMENTAL PSYCHOLOGY

#### LECTURE 7: Other Environments

##### 1. Post Occupancy Evaluations

Bell P.431

Gifford P403-405, 408

1.1 Definition: A post occupancy evaluation is an examination of the effectiveness for human users of occupied designed environments

1.2 What are the goals of the environment? Distinguish the goals of users from those who set the goals.

##### 2. Office design

Bell P482-494

Gifford P 277-304

###### 2.1 Open plan vs closed plan

Flexibility: maintenance and initial cost

Efficiency: communication and work flow

Feelings of large group cohesiveness

Aesthetic effects, personalization

Social relationships

Privacy: able to concentrate on work, able to have confidential conversations

###### 2.2 Temperature

Gifford P 286-290

Comfort, performance, aggression

##### 3. Penal institutions

Bell P 468-469

Gifford P 169

3.1 The purpose of prisons (the goals of the controllers): punishment, containment, rehabilitation

Location of the prison

Avoiding overcrowding

Optimal size

Supervision

Feelings of control

Safety

Privacy

Avoid harsh symbols of incarceration

Ambient environment: light, noise, temperature, air quality

##### 4. Mental institutions

Creating an environment which meets patients' needs

Example of needs of schizophrenics (Osmond H. Functions as the basis of psychiatric ward design Pp 560-568 in Proshansky H.M. et al (1970) *Environmental Psychology*):

designing the environment to reduce disturbances in perception, changes in mood, changes in thinking, encouraging beneficial social relationships, reducing ambiguity and uncertainty, making choice easier, preserving individuality.

28.

PSYCHOLOGY III 1981

SOCIAL SKILLS

(Minor option in Michaelmas Term)

Lecturer: Dr. M. Walker

The emphasis in the course is placed on communication skills in social interaction. The course brings together information from a variety of sources:

1. ethological studies of the non-human primates;
2. Observational studies of the communication of children;
3. sociolinguistic studies of spoken language;
4. social skills training programmes

The aim of the course is to provide an integrated account of the origins and functions of verbal and nonverbal signals used to manage interpersonal relationships and to evaluate therapies designed to improve interpersonal skills.

Textbook:

Argyle, M. (1978): The psychology of interpersonal behaviour. Penquin: UK.  
(3rd edition)

References:

Argyle, M. (1969) Social Interaction London: Methuen.

Argyle, M. (1975) Bodily Communication. London: Methuen.

Argyle, M. & Trower, P. (1979) Person to Person. Melbourne: Nelson.

Trower, P., Bryant, B. & Argyle, M. (1978) Social Skills and Mental Health.  
London: Methuen.

**PSYCHOLOGY III**  
**SOCIAL INTERACTION**  
**Semester 2 1990**

**Lecturer:** Dr. M. Walker

1. Aspects of face-to-face communication: the way in which nonverbal signals modify the meaning of conversational sequences.
2. Studies of primate communication; ethological studies of children; experimental studies of adult interactions.
3. Theoretical models of social interaction: the affiliative-conflict model; the nonverbal dominance hypothesis; the social skills model; recent sequential interaction models.
4. Social cognition and its impact on social interaction: attribution theory, heuristics, schemascripts, and roles.
5. Affect in social interaction: emotion, feelings, interpersonal attitudes.

**TEXT:**

Argyle, M. (1988) *Bodily Communication*. London: Methuen

**REFERENCE:**

Argyle, M. (1987) *Psychology of interpersonal behaviour*. (5th Ed.) Harmondsworth: Penguin.

## 5.1 Field Research Methods Syllabus

### FIELD RESEARCH METHODS IN PSYCHOLOGY

#### APPROXIMATE WEEK BY WEEK LECTURE OUTLINE

- Lecture 1. Methods of Enquiry (Types of research design):  
Field Experiment and Survey
- Lecture 2. Tools of Enquiry (Techniques of data collection) 1:  
Direct Observation  
Participant Observation
- Lecture 3. Data Collection 2:  
Indirect Observation  
Unobtrusive Measures  
Documents and Records
- Lecture 4. Data Collection 3:  
Interviews and Questionnaires  
Willingness and ability to give answers  
Learning about the topic: unstructured or semi-structured initial interviews  
Face to face, self completion, telephone  
Writing the questions  
Open vs closed questions  
Order of questions  
Order of answers
- Lecture 5. Data collection 4:  
Wording of questions  
Acquiescence response set  
Balance and imbalance in questions
- Lecture 6. Data collection 5:  
Assessment of "no opinion"  
Tone of wording  
Lie scale  
Formatting and layout of questionnaire
- Lecture 7. Models and measurement  
Sources of research questions  
Conceptual frameworks for research  
Measurement models and structural models  
Reliability and validity issues
- Lecture 8. Ethical issues in field research  
Humans as subjects and objects of research  
Some questionable practices in research  
Professional and Research ethics  
Responsibilities in reporting research
- Lecture 9. Preparing for field work 1:  
Face to face interview, self completion, mail, telephone  
Obtaining accurate information:  
Approach to respondents: anonymous, advance letters,  
Who should do the interviewing? Relationship of interviewer/respondent
- Lecture 10. Preparing for field work 2  
Obtaining accurate information:(continued)  
contract, appropriate feedback, model
- Lecture 11. Preparing for fieldwork 3:  
Sampling of respondents  
Problems of non-response
- Lecture 12. Analysis of data  
Content analysis  
Coding  
Preparing for computer analysis  
Secondary data analysis
- Lecture 13. Specific measurement tools  
Attitude measurement  
Indirect questionnaires

## 5.1 Field Research Methods Tutorials

- 1 -

### GRADUATE DIPLOMA IN SCIENCE (PSYCHOLOGY), 1999 SEMESTER 1: FIELD RESEARCH METHODS IN PSYCHOLOGY TUTORIAL PROGRAMME

This programme is very much about "doing". It aims to give hands on experience in many aspects of planning and carrying out field research.

Week 2. (March 11)

**Direct Observation.**

Exercises in quantifying direct observations

Children's play (video)

Children's use of playground equipment

Out of class: Quantification of TV programme,  
or of animal behaviour

Week 4. (March 25)

**Bias in questionnaire wording.**

An examination of questionnaires by the South Australian Health Commission and the Tobacco Industry on attitudes to advertising and sponsorship of sporting events by tobacco companies.

#### EASTER RECESS

Week 6. (April 15)

**Writing "Balanced Questions"**

Formal balancing; balancing by substantive counterargument.

Week 8 (April 29)

**Role relationships in the interview.**

Exercise: Sex of the interviewer and its effect on the information obtained.

Week 9 (May 7)

**Class Quiz.**

Week 10 (May 14)

**Sampling**

**Content analysis**

Week 12 (May 28)

To be advised

#### CLASS QUIZ INFORMATION

There will be a quiz held in the odd Week 9, May 7.

It will consist of multiple choice items and a few short answer questions, and will count 33.3%% of the marks for the Field Research Methods course.

This quiz will be based on chapters of Judd and Kidder so far covered in the course, viz:

Chapter 4 "Randomized Experiments" esp pp 68-84, 95-98.

Chapter 5 "Quasi-Experimental and Survey Research Designs" esp pp

## 6.1 PSYC2113 Social Psychology - 2003 Syllabus

### *Developmental*

#### **Early environmental influences upon cognitive and social development.**

##### **Studies of early sensory and social/emotional deprivation:**

- (a) animal studies of sensory deprivation - effects on problem solving and brain development;
- (b) orphanage studies - effects on IQ and social development.

##### **Early enrichment programs.**

- (a) Early stimulation - effects on development of brain and behaviour
- (b) Head Start and other compensatory education programs - effects on IQ and social development.

### *Social Psychology*

#### **Social Development**

Social development refers to the process whereby an individual's thinking and behaving change as a function of their social interactions in situations that involve other people. Social development begins in infancy where learning about human relationships, interpersonal skills, and the rules and values of the society in which they live begins.

The social behaviours and thoughts acquired in infancy and childhood then provide the foundation upon which adolescence and adults learn to function appropriately within their social group.

#### **Group and Intergroup Relationships**

##### **Prejudice**

The changing form of racial prejudice from blatant to subtle forms; the limitations and strengths of various explicit and implicit measures of racial prejudice; competing theoretical explanations of racial prejudice; racism reduction strategies and interventions.

##### **Intragroup processes**

Relationships within small groups, particularly factors influencing group performance (task and maintenance); Leadership; group polarisation; social facilitation; deindividuation.

##### **Interpersonal Processes**

###### **Altruism, helping behaviour and social support**

Altruism distinguished from helping behaviour; theories of helping behaviour; bystander intervention in emergencies; determinants of helping behaviour; reactions of the recipients of help.

###### **Affiliation and Attraction**

Is there a need for affiliation? Why do we affiliate? Conditions under which our need to be with others is heightened: The nature of social support. Attraction: Measuring attraction. Some determinants of attraction; mere-exposure, proximity, similarity of attitudes, similarity of personality, level of esteem, mood state.

## 6.2 PSYC2113 Social Psychology - 2003 Tutorial Program (2 pages), page 1.

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### PSYCHOLOGY 2113 DEVELOPMENTAL/SOCIAL PSYCHOLOGY TUTORIALS, 2000

#### TUTORIALS

Tutorials begin in Week 7 (week beginning 21 August) and continue to Week 13. The mid-semester break this year is for 4 weeks, from 11 September to 6 October. All tutorials are in GT 408.

Where possible, the tutorials topics relate to the lectures around the same time.

#### TUTOR

Brian Crabbe, 657 Mungo MacCallum Building.  
Phone 9351-4236 Email brianc@psych.usyd.edu.au

#### CLASS QUIZ

There is a class quiz in Week 13 (30 October to 2 November). It will be based on tutorial content and associated reading.

The Quiz is 30 minutes, and will comprise 12 multiple choice questions (1.5 mins each = 18 minutes) and 6 short answer questions (2 mins each = 12 minutes). This quiz counts 18% of the marks for PSYC2113.

#### TUTORIAL ATTENDANCE

Tutorial attendance is a required part of course. Tutors will keep a weekly roll.

#### TUTORIAL PROGRAMME

The tutorials in Weeks 7 and 8 are Developmental tutorials relating to Dr Pauline Howie's 4 lectures. The remaining weeks are Social tutorials: in Weeks 9 and 10 they relate to Dr Alan Craddock's 6 lectures, and in Weeks 11 and 12 they relate to Dr Brian Crabbe's 5 lectures.

#### WEEKS 7-8: DEVELOPMENTAL PSYCHOLOGY

There is no set text, but in the lectures specific readings for each lecture will be given from:

Berk, L. (2000) *Child Development*. Boston: Allyn and Bacon. Edition 5. Students could also use the fourth edition.

#### Week 7 (21-24 August). Development of peer relationships in adolescence.

Do peer group structures and interactions change what is important change from early to late adolescence? Students complete a questionnaire in which they report retrospectively on the nature of the groups they belonged to.

#### Week 8 (28-31 August). Effects of television on social development

There will be a video followed by discussion.

*WEEKS 9-13 SOCIAL PSYCHOLOGY*

The set text book is:

Baron R.A. and Byrne D. ((2000) *Social Psychology* Boston: Allyn and Bacon. 9th edition.

Relevant chapters are:

- Chapter 6 Prejudice and Discrimination
- Chapter 12 Groups and Individuals
- Chapter 10 Prosocial Behaviour
- Chapter 7 Interpersonal Attraction

This text will also be used next year in PSYC3212 Social Psychology for more chapters.

Alternatively, students may consult the previous 8th edition (1997) or any other recent text. There are several in the library.

**Week 9 (5-7 September). Prejudice**

- National stereotypes exercise and discussion.
- Chapter 6 Prejudice and Discrimination

**Week 10 (9-12 October). Group processes**

- Choice dilemmas with discussion
- Chapter 12 Groups and Individuals

**Week 11 (16-19 October). Altruism**

- Video (25 minutes) "When will people help?"
- Design an experiment to test whether people in a happy mood are more likely to help than people who are in a sad mood.
- Chapter 10 Prosocial Behaviour

**Week 12 (23-26 October). Attraction**

- Is similarity or complementarity more important in attraction? The issue will be brought out through an exercise where students list traits of self, friend and non-friend.
- Chapter 7 Interpersonal Attraction

**Week 13 (30 October-2 November). Class Quiz.** based on work covered in all the above tutorials (weeks 7-13).

## 7. Changes to Psychology Units of Study from 1999 (3 pages), page 1.

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### ATTENTION: STUDENTS AT PRESENT IN YEAR 1 AND YEAR 2 PSYCHOLOGY

#### CHANGES TO PSYCHOLOGY UNITS OF STUDY FROM 1999

From 1999, the present PSYC2001, 2002, 3001 and 3002 will be divided into modularized units of study, as indicated below.

##### YEAR 2 FROM 1999

Year 2 (Intermediate) units of study will be PSYC2111, 2112, 2113 and 2114, each worth 4 credit points. All four (total 16 credit points) are necessary for a major in Psychology, and for eligibility to apply for entry into Year 4, ie Psychology 4 Honours or the Graduate Diploma. However, it is possible to progress to some Year 3 units of study having completed only 12 credit points in Year 2.

##### YEAR 3 FROM 1999

There will be twelve Year 3 (Senior) units of study, numbered PSYC3201 to 3212, each worth 4 credit points. As now, successful completion of a minimum of 24 credit points, including PSYC3201 (Statistics and Psychometrics) and PSYC3202 (History and Philosophy of Psychology) are necessary for eligibility to apply for entry into Psychology 4 Honours. 24 credit points and PSYC3201 are necessary for eligibility to apply for entry into the Graduate Diploma.

While 24 credit points of Year 3 Psychology remains the normal requirement for a major in Psychology, from 1999 all students will be able to enrol for units of study worth more than 24 credit points, up to a maximum of 48 credit points, if they so wish and if their Faculty rules permit (Arts and Science do).

#### CALCULATION FOR RANKING IN QUOTA COMPETITION FOR PSYCHOLOGY 4 HONOURS FROM 2000:

Entry to Psychology 4 Honours is subject to a quota (currently 55 places). Students applying for Honours or Grad. Dip. will be ranked in order of merit based on their average performance across all units of Psychology taken in 2nd and 3rd year. This average will be weighted in two ways:

a. In assessing third year performance, marks for Statistics and History and Philosophy courses at 3rd year level (PSYC3201 and PSYC3202) will together be given one third weighting (in order to give core units equal weighting for all students), and the remaining Psychology units of study taken at third year level by each student will be given two thirds weighting

b. In determining the final mark for ranking, the third year assessment will be given double the weighting of the second year assessment.

Thus, ranking for quota competition for Psychology 4 Honours places from 2000 will be based on performance in

16 credit points in Year 2 + 2 ((PSYC3201 X .167) + (PSYC3202 X .167) + (Average of all other Year 3 units of study in which the student is enrolled X .666)).

## 7. Changes to Psychology Units of Study from 1999 (3 pages), page 2.

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### HOW MANY YEAR 3 CREDIT POINTS IN PSYCHOLOGY SHOULD A STUDENT TAKE?

All students will receive the same weighting for the core units, and their marks in all other Year 3 units in Psychology they take will be averaged. Therefore, the number of Year 3 units you take will not directly affect your ranking with regard to honours. In deciding the extent to which you wish to focus on Psychology at 3rd year level, you should consider whether you wish to keep open other career options than Psychology. It will be up to you to decide whether you can maximise your performance in Psychology (while at the same time giving yourself sufficient options for the future) by focusing on psychology and taking fewer other courses, or by taking fewer Psychology courses and keeping more options open.

You may also wish to check whether any programmes you may wish to apply for at other universities require more than 24 Year 3 credit points.

(a) Unit of Study	(b)	(c) Credit Points	(d)/(e) A) Assumed Knowledge C) Corequisite	P) Prerequisite & Qualifying N) Prohibitions	(f) Offered
<b>■ Psychology</b>					
PSYC 2111 Perception, Learning and Neuroscience		4	P)	Qualifying: Psychology 1001 and 1002 (Note: 16 credit points of Intermediate Psychology is required for Honours entry).	February
PSYC 2112 Psychological Statistics		4	P)	Qualifying: Psychology 1001 and 1002 (Note: 16 credit points of Intermediate Psychology is required for Honours entry).	February
PSYC 2113 Cognitive Processes and Social Psychology		4	P)	Qualifying: Psychology 1001 and 1002 (Note: 16 credit points of Intermediate Psychology is required for Honours entry).	July
PSYC 2114 Personality and Individual Differences		4	P)	Qualifying: Psychology 1001 and 1002 (Note: 16 credit points of Intermediate Psychology is required for Honours entry).	July
<b>■ Psychology</b>					
PSYC 3201 Statistics and Psychometrics		4	P)	Qualifying: 12 credit points of Intermediate Psychology including Psychology 2112 (or Psychology 2001 and 2002).	July
PSYC 3202 History and Philosophy of Psychology		4	P)	Qualifying: 12 credit points of Intermediate Psychology.	February
PSYC 3203 Abnormal Psychology		4	P)	Qualifying: 12 credit points of Intermediate Psychology.	July
PSYC 3204 Behavioural Neuroscience		4	P)	Qualifying: 12 credit points of Intermediate Psychology including Psychology 2111 and 2112 (or Psychology 2001 and 2002).	July
PSYC 3205 Cognition and Language		4	P)	Qualifying: 12 credit points of Intermediate Psychology including Psychology 2112 and 2113 (or Psychology 2001 and 2002).	July
PSYC 3206 Developmental Psychology		4	P)	Qualifying: 12 credit points of Intermediate Psychology.	February
PSYC 3207 Human Performance & Organisational Psychology		4	P)	Qualifying: 12 credit points of Intermediate Psychology including Psychology 2113 (or Psychology 2001 and 2002).	July
PSYC 3208 Intelligence		4	P)	Qualifying: 12 credit points of Intermediate Psychology including Psychology 2112 and 2114 (or Psychology 2001 and 2002).	July
PSYC 3209 Learning & Motivation		4	P)	Qualifying: 12 credit points of Intermediate Psychology including Psychology 2111 and 2112 (or Psychology 2001 and 2002).	February
PSYC 3210 Perceptual Systems		4	P)	Qualifying: 12 credit points of Intermediate Psychology including Psychology 2111 and 2112 (or Psychology 2001 and 2002).	February
PSYC 3211 Psychological Assessment		4	P)	Qualifying: 12 credit points of Intermediate Psychology including Psychology 2112 and 2114 (or Psychology 2001 and 2002).	February
PSYC 3212 Social Psychology		4	P)	Qualifying: 12 credit points of Intermediate Psychology including Psychology 2113 (or Psychology 2001 and 2002).	February

## 7. Changes to Psychology Units of Study from 1999 (3 pages), page 3.

### NOTICE TO ALL STUDENTS CONTEMPLATING A FOURTH YEAR IN PSYCHOLOGY

#### PSYCHOLOGY 4 HONOURS

Psychology 4 Honours is subject to a quota. All applicants are subject to the same quota restriction, irrespective of the degree for which they are enrolled (Bachelor of Psychology, Science, Arts, Economics (Social Sciences) or Liberal Studies). Students accepted in the quota will, on successful completion, graduate "with Honours" in the degree in which they are enrolled.

#### AN ALTERNATIVE PSYCHOLOGY 4 COURSE

The Psychology Department has proposed, and is expecting in the very near future, Australian Psychological Society (APS) accreditation of an alternative 4th year course\*. This alternative 4th year course\* will be "Honours equivalent" in the terms used by the APS, and successful completion of this course ~~will~~ allow graduates to apply for entry to APS accredited fifth and sixth years of study at Australian Universities. Completion of a fifth and sixth year of study is a requirement for membership of the APS from 2000.

For those who do not progress to a fifth and sixth year of study, successful completion of the alternative 4th year course\* will also provide the basic academic qualification necessary to begin the two year supervision period required for application to become registered as a psychologist.

#### Bachelor of Psychology students

Because the Bachelor of Psychology is a 4 year degree, BPsych students who are not accepted in the quota for Psychology 4 Honours, but who have met the academic criterion of a minimum of Credit average in Psychology in Years 1, 2 and 3, and who have met the Faculty criterion of a WAM of 65 or greater, would, subject to Head of Department approval, be permitted to enrol in the alternative 4th year course\*, graduating "Bachelor of Psychology" on successful completion. For them the alternative 4th year course\* will be known as "Psychology 4 (Bachelor of Psychology)" and will be HECS rated. ~~(The structure of this course will be identical to the Graduate Diploma in Science (Psychology) - see below.)~~

#### Other degree students

Other degree students who are not accepted in the quota to Psychology 4 Honours may graduate with a three year Pass degree and apply for entry into the alternative 4th year course\*. On successful completion, these students will graduate with a Graduate Diploma in Science (Psychology). This course will be a post-graduate course, and, as such, will be full fee paying. Entry to the course will be competitive, depending on undergraduate performance in Psychology.

In summary, when accreditation is received, there will be three 4th year courses\* in Psychology:

- (1) Psychology 4 (Honours) - for all degrees, subject to quota.
  - (2) Psychology 4 (Bachelor of Psychology)\* - for Bachelor of Psychology students who do not gain entry into the quota for Psychology 4 (Honours).
  - (3) Graduate Diploma in Science (Psychology)\* - for all degrees except Bachelor of Psychology.
- (2) and (3) are identical in structure.

All these courses ~~will~~ <sup>may</sup> enable graduates to apply for progression to an APS accredited fifth and sixth year of study at an Australian University.

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\*Subject to APS accreditation of the course.

## GRADUATE DIPLOMA IN SCIENCE (PSYCHOLOGY) 1999

Department of Psychology  
University of Sydney

### AIM

To provide a fourth year APS accredited course which (as for Honours graduates):

1. may enable you to apply for further post-graduate study;
2. will permit conditional registration with the NSW Psychologists' Registration Board;
3. will permit Associate Membership to the Australian Psychological Association.

### ENTRY REQUIREMENTS

1. a Bachelors degree from a recognised University and a three year major in Psychology obtained within the past 10 years, AND
2. a minimum credit average result in third year, AND
3. third year level statistical methods to a standard deemed acceptable by our department.

### COURSE DESCRIPTION

- 1 yr. full-time or 2 yrs. part-time:
- 3 compulsory units and 4 optional units
- Compulsory: Research report (40%) sem. 1 and 2  
Psychological research methods (10%) sem. 1  
Ethics and current issues (10%) sem. 2

8. Introduction of the Graduate Diploma in Science (Psychology) in 1999 (2 pages), page 1.

Optional:	Semester 1 (10% each)	Abnormal Psychology Counselling Psychology (I) Special Fields Seminar Cognitive Processes Conceptual Foundations of Quantitative Methods Developmental Psychology Human Performance Individual Differences Learning Neuroscience Perception Social Psychology Theory & Systems
	Semester 2 (10% each)	Counselling Psychology (II) Health Psychology Psychology of Addiction

	Semester 1	Semester 2
Full-time yr. 1	Research Project [20%] Psych. Research [10%] Option 1 [10%] Option 2 [10%]	Research Project [20%] Ethics and ... [10%] Option 3 [10%] Option 4 [10%]
Part-time yr.1	Research project [20%] Psych. Research [10%]	Research Project [20%]
Part-time yr. 2	Option 1 [10%] Option 2 [10%] Option 3 [10%]	Ethics and ... [10%] Option 4 [10%]

**COST**

Not yet finalised, but fees may be in the vicinity of \$7,500.