

SCIENTIFIC PRODUCTIVITY IN ENVIRONMENTAL PSYCHOLOGY IN MEXICO

A Bibliometric Analysis

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ABSTRACT: To determine the characteristics of scientific productivity generated within the field of environmental psychology in Mexico, a bibliometric analysis of 143 documents produced in the area from 1960 to 1996 was carried out. The results show a pronounced tendency to generate theoretical-descriptive work and to use adults as study groups. It is argued that it is necessary to develop more research in the area, taking into account more vulnerable groups like the elderly and children. Actions taken and aimed at the strengthening of a communication network for Iberian and Latin American specialists are also described. Finally, emphasis is placed on the convenience of continuing to generate bibliometric, informetric, and scientiometric research showing research trends in environmental psychology.

According to Sancho (1990), “the development of science as a system is governed by the production and flow of information until it is transformed into knowledge” (p. 844). This statement is particularly important when considering the development of environmental psychology. In this regard, Montero and Muñiz (1994) have identified four general stages:

1. Gestation, from the late 1940s to the late 1950s. Specialists in closely related disciplines to psychology, such as human geography or sociology “started to examine lay conceptions and evaluations of physical surroundings” (Canter & Craik, 1981, p. 2).

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2. Emergence, as a potentially specific area within psychology. This happened during the late 1950s and early 1960s, when the field was given a new name: architectural psychology.
3. Recognition, from the late 1960s to the early 1970s. The field was incorporated into the American Psychological Association (APA) as a formal division (number 34) with an entry known as "population and environmental psychology." This period was characterized by the publication of *Environment and Behavior*, one of the most representative journals in the field, and the establishment of the Environmental Design Research Association.
4. Consolidation, during the 1970s and 1980s. The growth of environmental psychology became evident. There was a boom in publications, both in specialized texts on conceptual issues (Altman, 1975; Feimer & Geller, 1983; Kaplan & Kaplan, 1973, 1989; Stokols & Altman, 1987) and methodological topics (Bechtel, Marans, & Michelson, 1987).

Now, in the second half of the 1990s, a fifth stage is taking shape. Stokols (1995) associates this stage with "The Paradox of Environmental Psychology," which refers to the increasing incorporation of concepts and methodologies derived from environmental psychology into other areas of human knowledge, showing "a growing interest in core environmental and contextual concerns across several areas of behavioral research" (Stokols, 1995, p. 832).

The conceptual influence of large centers of scientific production like the United States, Great Britain, Canada, Australia, and Sweden (Montero, 1996) on developing countries—principally Ibero and Latin America—can be appreciated in research topics (Sánchez, Wiesenfeld, & Cronick, 1987), as well as in the adoption of the theoretical-methodological models that have been developed (Aragonés, 1995). Particularly in Mexico, the flow of information that has shaped present knowledge on environmental psychology can be classified into three stages:

1. *Delimitation*, during the 1970s, when problems and phenomena that went beyond traditional psychological approaches were identified. However, those problems were studied using the models and methods of the "father areas" such as experimental analysis of behavior, social psychology, community psychology, and to a lesser extent, clinical psychology.

2. *Interaction*, during the 1980s, characterized by formal academic recognition of a master's degree program in environmental psychology, the first course at a graduate level to be given in Spanish. Indeed, during the gestation, process, and consolidation of the master's degree, academic encounters were promoted with specialists in the field—both directly (e.g., Kenneth Craik, Robert Bechtel, Ammos Rappaport, David Canter, Enric Pol) and indirectly (e.g., Irvin Altman, Harold Proshansky, Leanne Rivlin, Daniel Stokols)—who made expert comments on this postgraduate course.
3. *Expansion*, from the end of the 1980s to date. During this stage, greater participation can be observed of professors and students in the master's degree program in environmental psychology in national and foreign academic forums. Productivity within the area has also increased rapidly with original texts on particular topics such as habitability (Mercado, Ortega, Estrada, & Luna, 1995), as well as contributions (Jiménez, 1994; Montero, 1994a) in specialized Latin American texts on environmental psychology (Wiesenfeld, 1994).

HISTORICAL DEVELOPMENT

The appendix shows the dates and events marking the appearance, development, and recent achievements of environmental psychology in Mexico. In retrospect, the first study that can be considered an antecedent in this area was carried out in the faculty of psychology at the National Autonomous University of Mexico (UNAM) in 1960. In that year, the psychologist Beatriz Elena Robles Martínez submitted a thesis for her master's degree in psychology, called "The Influence of Certain Ecological Factors on Children's Behavior in a Rural Environment." After an impasse of 8 years, Emilia Lucio (1968) reported a study entitled "The Influence of Housing on Mental Health."

Three years later, in 1971, two important activities in the area were undertaken. One activity involved the diffusion of studies associated with environmental psychology in specialized public forums. During the First Latin American Meeting on Applied Behavioral Analysis, Arredondo and Doke (1971) presented a paper entitled "Measuring Behavior in Children's Community Playgrounds" showing that the existence of children's games was not sufficient enough for children to use a park's installations.

The other activity was the teaching of topics related to environmental psychology that began when the first formal course in the curriculum of the bachelor's degree in psychology, ecological psychology, was included in the social psychology area. One year later, in 1972, Emilio Ribes began a research seminar on behavioral ecology in the experimental behavioral analysis laboratory that was attached to what was then the School of Psychology of UNAM. As a result of this seminar, several persons showed an interest in researching different phenomena related to the interaction between people and their physical environment. Thus, from 1972 to 1976, studies were conducted that, even though not yet classified as psychoenvironmental, covered relevant processes in the area, such as spatial behavior and behavioral mapping. Within this period, studies produced by Ribes himself and his students (Galván, 1974; Galván, Gallegos, Guzmán, & Leaman, 1976; Galván & Hernández, 1972; Ribes, 1973a, 1973b; Ribes, Galván, & Villanueva, 1973) are worthy of mention. These studies basically used direct-observation techniques in scenarios like housing, playgrounds, and public institutions.

During the 1980s, rapid growth can be seen in research production in the area: Field studies were conducted, generating measurement instruments, and research was expanded to school (Urbina, 1981), work (Ortega, 1981), residential (Mercado, Osorio, & Gonzalez, 1985; Montero, 1989) prison (Dominguez, 1982) and natural scenarios (Alvarez, Russo, & Ramírez, 1982). Similarly, topics such as overcrowding (Montero, 1982a), territoriality (Calleja, 1986), noise (Mercado, 1982), and architectural complexity (Covarrubias, Mercado, & Marsome, 1984) were approached.

In 1980, a group of professors of psychology and architecture with UNAM and another with the School of Architecture at Autonomous Metropolitan University in Mexico City unofficially held a seminar in the faculty of psychology at UNAM. The purpose of this seminar was to create a forum for exchanging information, knowledge, and practical experiences in the environmental psychology area.

In 1982, after 2 years of continuous activity, the seminar was suspended because the regular participants were officially invited by the director of the faculty of psychology at that time, Darvelio Castaño, to form a work group whose task was to elaborate an academic project to support the creation of a postgraduate course in environmental psychology. This group was made up of Germán Álvarez de León, Víctor Manuel Coreno Rodríguez, Javier Covarrubias, Benjamín Domínguez Trejo, Serafín Mercado Domenech, María Montero y López Lena, Patricia Ortega Andeane, and Javier Urbina Soria (coordinator). This project came to fulfillment, after 6 years of work, as the first postgraduate course in environmental psychology to be taught in Spanish (Programa de Maestría en Psicología Ambiental, 1988).

Over the last 5 years, the research conducted in the psychoenvironmental area has diversified to cover various topics and scenarios. At present, studies can be found on the psychological effects of environmental stressors (e.g., noise, architectural complexity, traffic, natural and technological disasters); density and overcrowding, assessed in different contexts (e.g., work environment, housing, open spaces, libraries); human spatial behavior analyzed in experimental and field conditions; perception and the representation of space in different sectors of the population (e.g., children, adults); and proenvironmental behavior, among others.

In spite of the apparent growth and consolidation of the environmental area in Mexico, it is necessary to analyze the effect that the production of specialized knowledge in this area has had on Mexican society in general, and on the scientific community in particular, to optimize the use of the financial and human resources allocated to the production of scientific and technological knowledge in this area. In keeping with the above, the following questions should be asked:

- What are the research topics in environmental psychology most commonly approached by specialists in Mexico?
- What population is the most frequently studied?
- What is the degree of visibility or diffusion of the research generated in Mexico in environmental psychology?

One way of answering these questions is the analysis of scientific productivity (Garfield, 1989). The objective of this study was to determine the trends in scientific productivity in Mexico in the area of environmental psychology. To this end, a bibliometric analysis (Brookes, 1990) was conducted of the publications generated in the area from 1961 to 1996.

METHODOLOGY

SAMPLE

One hundred forty three documents were analyzed that were retrieved from three sources: (a) academic work related to environmental psychology, produced principally in the faculty of psychology at UNAM including professional and postgraduate theses; (b) bibliographical material mentioned in the first compilation made of the area in Mexico by Ortega and Urbina (1986); and (c) material published by Mexican researchers in journals and congressional proceedings.

Three indicators were analyzed in our study: (a) *population studied*, the categories were according to stage of life (e.g., children, adolescents, adults, and the elderly); (b) *type of work* produced by study topic in environmental psychology (e.g., professional or postgraduate theses, conference papers, refereed papers in periodical publications, and edited chapters of specialized books); and (c) *topic*, referring to the psychoenvironmental phenomenon or process implied. This section was divided into 12 categories:

1. *Social environment*, which refers to the process of group interaction that takes place in a specific physico-temporal context (Bocanegra, 1975; Cortés & Torres, 1985; García, 1989; Mercado & Fevresky, 1985; Montero, 1993; Olvera & Cruz, 1984; Robles, 1960; Roldán, 1978).
2. *Environmental cognition*, involving the acquisition and representation made by the individual of spatial information emerging from real physical scenarios (e.g., cognitive maps, spatial representation) (Alvarez et al., 1982; Conde, 1985; Covarrubias, Mercado, & Marsome,

- 1984; Galván, 1974; Galván et al., 1976; Grupo Acción, 1983; Marmolejo, López, & Alvarez, 1985; Mercado & Covarrubias, 1984; Montero & Bustos, 1986; Yamasaky, 1985).
3. *Human spatial behavior*, referring to processes (e.g., control, proxemics) and phenomena (e.g., overcrowding, privacy, territoriality) that arise as a result of social interaction within a particular physical context (Calleja, 1984; Casarín, 1986; Flores, 1990; López, 1979; Mejía, 1991; Ortega, 1981; Rivera, 1980; Romero & Calleja, 1986; Ruiz, 1978; Sánchez, 1979; Shoemaker, 1995; Varela, 1983, 1985; Vázquez, 1977; Velázquez, 1985).
 4. *Environmental design*, consisting of the study of the interaction between users' behavioral norms and the physico-spatial characteristics of diverse scenarios (Arredondo & Doke, 1971; Botero, Carrera, & Franceschi, 1975; Coreno, 1995; Esteva, 1977; Galván & Hernández, 1972; López-Carranza, 1989; López, Ortega, & Acuña, 1990; Ribes, 1973b; Urbina, 1981; Urbina & Ortega, 1983).
 5. *Environmental stressors*, understood as events derived from the interaction between environmental demands and the social and individual resources that can be used to face these demands. This involves people's subjective assessment of the interaction in question (e.g., noise; earthquakes; traffic, air, water, and land pollution) (Acosta, 1981; Archundia & Mandrujano, 1986; Barrera & Rodríguez, 1986; Bustamante, 1994; Córdoba & Vega, 1990; Covarrubias, Mercado, & Marsome, 1984; Gaona, 1993; Hernández, Gutiérrez, Cuevas, & Mercado, 1985; Kurian, 1988; Manzur & Sánchez, 1981; Márquez, 1985; Pérez, 1981; Ramos, 1992; Sandoval, 1985; Urbina & Fregoso, 1991; Valadéz, 1995; Vargas, 1992; Virgen & Lechuga, 1984).
 6. *Environmental assessment*, which consists of the average opinion of individuals with respect to the presence or not of environmental quality. The emphasis of the study is on the characteristics of the environment, and not on the psychological processes of the subjects. Environmental dimension studies include: complexity, naturalness, architectural style, contents, and state of repair (Gifford, 1987) (Aguilar & Estrada, 1994; Coreno & Chavarría, 1986; Cruz, 1991; Cruz & Macías, 1988; Jiménez, 1994; Mercado & González, 1991; Mercado & Ortega, 1994; Mercado et al., 1995; Mercado, Osorio, & González, 1985; Montero, 1986, 1987, 1989, 1994a; Ortega, 1989, 1992; Ribes et al., 1973; Vázquez, 1991).
 7. *Personality and environment*, consisting of the study of temperament or behavioral tendencies, personal values, the processing of environmental stimulation, and individual differences shown by subjects when faced with different contexts (Corral, Alva, & Otríz, 1990; Jiménez, 1990; Lucio, 1968; Montero & Saldaña, 1992; Olguin, 1989; Romero, Tena, Bonilla, García & Willco, 1990; Varela, 1992).

8. *Environmental appraisal*, which is associated with the particular impression of a subject when judging or assessing a specific scenario. Gifford (1987) identified six types of personal impressions linked to the characteristics of the scenarios: descriptions, assessments, judgment of beauty, emotional reactions, meanings, and attitudes of interest (Calleja & Gúido, 1990; López-Rodríguez, 1989; Montero, 1990, 1993b; Montero, Andrade, & Valladares, 1992; Montero & Bustos, 1987, 1988; Ramos, Saltijeral, & Saldivar, 1992; Valadéz, 1990; Vázquez, Hernández, & Valderrama, 1985).
9. *Proenvironmental behavior*, which describes predictors of responsible environmental behavior, including conscious domestic consumption of water, littering reduction, reuse, recycling, and the development of environmental-critical thinking in children (Barajas, 1990; Corral, 1993, in press; Corral, Bernache, Encinas, & Garibaldi, 1995; Corral, Capdevielle, Garibaldi, & Encinas, 1986; Corral, Frías, & Corral, 1996; Corral, Obregón, Frías, Piña, & Barajas, 1994; Corral & Urquidi, 1990; Obregón, 1996).
10. *Theoretical-descriptive work*, which includes theses, papers in journals, book chapters, and conference papers based on specialized bibliographical reviews in the area (Aguilar, 1986; Arciniega, 1986; Avila, 1982; Calleja, 1986; Covarrubias, 1982; Covarrubias & Mercado, 1980; García-Nuñez, 1991; García-Saisó, 1993; López, 1991; Mercado, 1982; Mercado, Urbina, & Ortega, 1987; Montero, 1982b; Montero, Ortega, Urbina, Mercado, & Coreno, 1990; Morán, 1985; Olea, 1982; Ortega & Urbina, 1986, 1987; Ortega, Urbina, & Montero, 1989; Pérez, 1990; Ribes, 1976; Rubio & Rentería, 1979; Santoyo, 1982; Urbina, 1984, 1986a, 1986b; Urbina, Mercado, & Ortega, 1984; Urbina & Ortega, 1982, 1991).
11. *Theoretical-propositive work*. This comprises conceptual propositions that have not been proved by means of empirical studies; nevertheless, their wealth is to be found in the integration of information required to draw up future research lines (Bustos, 1986; Corral, 1994; López-Torres, 1989; Ribes, 1973b; Santoyo, Montero, & Rivera, 1984).
12. *Analysis of scientific productivity in environmental psychology*, associated with the study of trends in the production of specialized papers in the area (Montero, 1993a, 1995; Montero & Muñiz, 1993, 1994).

Among the indicators that can be analyzed, the following are important: key words, population studies, quotations made, most productive authors, sponsoring institution, degree of access to the journal, and place of publication.

PROCEDURE

After retrieving the material to be analyzed, cards were made specifying contents of each of the documents, and including the following data: title and author(s), year of production or edition, type of material, objective of the study, classification topic, type of study, population analyzed, instruments of measurement used, statistical analyses performed, and findings. It should be pointed out that for the purposes of this article, each piece of work was classified under just one study topic to facilitate its location.

RESULTS

As shown in Table 1, after the mid-1980s a marked acceleration in research production in environmental psychology was observed. The theoretical-descriptive studies—those related to environmental stressors (e.g., earthquakes, noise) and environmental assessment, mainly in residential scenarios—are the three nucleuses of greatest production. The theoretical-descriptive and propositional studies, as well as the work on environmental appraisal and personality and environment, come to a virtual halt as of 1992. It should be noted that the interest in topics associated with environmental cognition only begin to accelerate in the mid-1980s, whereas studies on proenvironmental behavior were conducted specially in the 1990s. In contrast, topics on environmental stressors and environmental assessment show a stable level of production over time. Topics related to social environment, environmental design, and human spatial behavior remain valid with a slower rhythm of production. Finally, although there is only a small number of studies, interest in the analysis of scientific productivity in the area has shown a constant level of production since its appearance.

Figure 1 shows the result of the description by total production volume for each of the 12 items analyzed. The preponder-

(text continues on p. 181)

TABLE 1
Studies on Environmental Psychology in Mexico, 1960-1996

YEAR	Social Environment	Environmental Design	Personality and Environment	Environmental Appraisal	Pro-environmental Behavior	Environmental Assessment	Environmental Cognition	Environmental Stressors	Human Spatial Behavior	Theoretical-Descriptive	Theoretical-Propositive	Scientific Productivity
1996					3							
1995					1	1		1	1			1
1994	1	1			1	4		1			1	1
1993	1				1			1		1		
1992			2	3		1		2				
1991						3		1	1	4		
1990		1	3	3	2			1	1	2		
1989	2	1	1			2				1	1	
1988						1		1				
1987						1						
1986					1	2		2		2	1	
1985	1			1		1	1	2	2	6		
1984	1						3	3	2	2	1	
1983		1					2	2	1	2	1	
1982							1		1		1	
1981		1					1	3	1	7	1	

1980																		1			
1979																		2			1
1978	1																	1			1
1977		1																1			1
1976			1																		1
1975			1																		1
1974				1																	1
1973				1																	1
1972				1																	1
1971				1																	1
1970																					
1969																					
1968																					
1960																					
Total (143)	8	10	10	7	7	10	9	17	10	18	15	28	7	4							

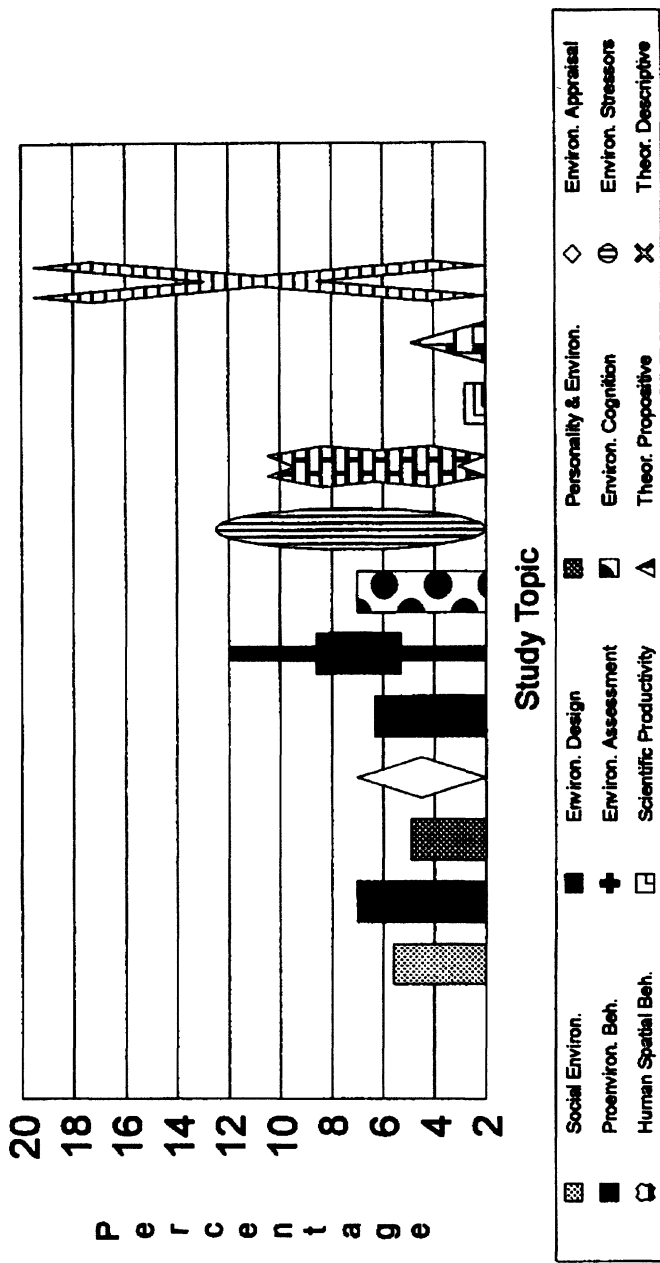


Figure 1: Research Percentage by Study Topic in Environmental Psychology

ance of theoretical-descriptive studies over the other categories can be observed. The number of studies that come under this item is almost double that of the most closely related topics (e.g., environmental stressors, environmental assessment, and human spatial behavior).

On grouping together the 143 documents analyzed by type of work, the following distribution could be observed: professional theses ($n = 38$), conference papers ($n = 37$), and papers in journals ($n = 37$); followed by postgraduate theses ($n = 16$) and, to a lesser extent, edited chapters in specialized books ($n = 9$) and unpublished works ($n = 6$) (see Figure 2).

To describe the distribution of research analyzed by type of population studied, the 38 documents corresponding to theoretical-descriptive, propositional, and scientific productivity work were excluded. Of the 104 remaining studies, 65.5% ($n = 68$) were carried out with adults as the focal groups, followed by a much smaller proportion of children, 17.3% ($n = 18$) and adolescents, 12.5% ($n = 13$), and finally a mere 4.8% ($n = 5$) for the elderly (see Figure 3). It should be mentioned that 100% of the studies coming under the item of environmental assessment were conducted with adults, whereas the elderly were not considered, except in two studies on personality and the environment, two on environmental appraisal, and one on environmental cognition.

DISCUSSION

Given the previously mentioned results, it can be concluded that bibliometric analysis is a useful technique that makes it possible to determine the scientific production trends for environmental psychology in Mexico. The findings of this study indicate a marked bias in the use of adults as study groups in the different environmental psychology topics, which coincides with the international trends detected in other bibliometric research generated in the area (Montero, 1996; Montero & Muñiz, 1994). This can be explained in part by the easy access to the adult population. Nevertheless, it must be pointed out that in

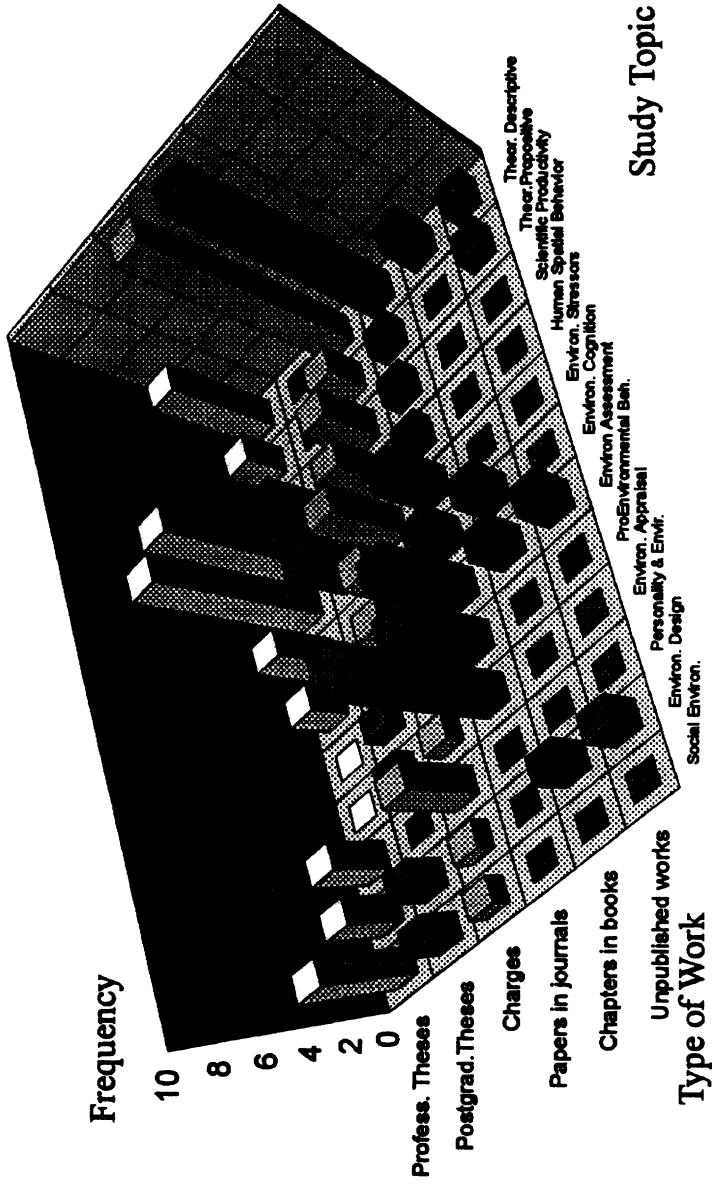


Figure 2: Type of Work by Study Topic in Environmental Psychology

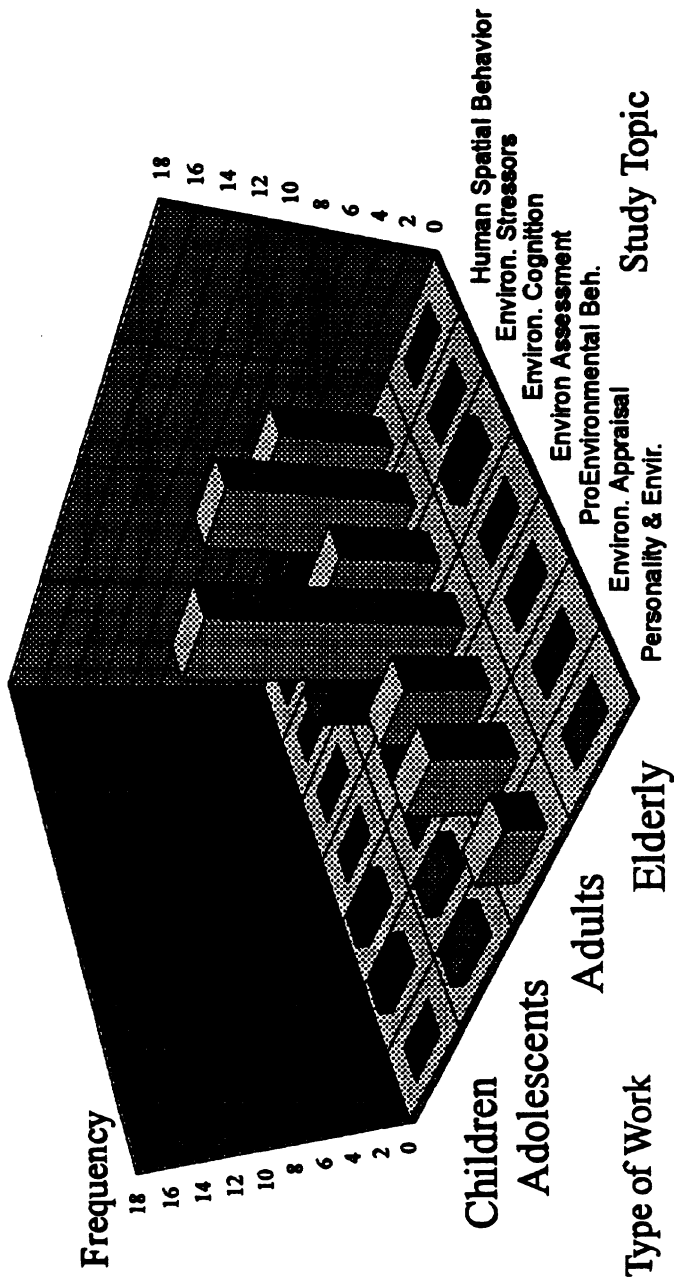


Figure 3: Population Type by Study Topic in Environmental Psychology

Mexico about 50% of the population is under 19 years old (Instituto Nacional de Estadística Geografía e Informática [INEGI], 1990). This fact should encourage researchers interested in the area to carry out studies detecting ways and mechanisms children and adolescents develop to adapt to and cope with their environment. Similarly, although in Mexico the group of elderly comprises only 4% of the population (INEGI, 1990), this is no reason to ignore the harmful effects extreme environmental conditions can have on the most vulnerable groups, especially if the increase in future life expectancy is considered (Stokols, 1995).

The production of conference papers and articles in journals shows the potential effect specialists in environmental psychology could eventually have on the national scientific community. However, it must be recognized that an effect and contribution at the international level will only be achieved through publications distributed worldwide. This represents a serious challenge for Iberian and Latin American specialists, because the publications with the greatest diffusion in the field are edited in the United States and Great Britain (Montero, 1995), meaning that researchers must publish in English, thus limiting the possibility of undergraduates and persons interested in the area having access to the information generated.

One option that would compensate for this effort would be the strengthening of a communication network among Iberian and Latin American specialists interested in environmental psychology. Indeed, in 1993, during the XXIV Interamerican Congress on Psychology held in Santiago, Chile, the first directory of Ibero-Latin American environmental psychologists was elaborated and used to establish a workgroup in this field, within the Interamerican Psychology Society (IPS). This directory was coordinated by Esther Wiesenfeld (Venezuela). Two years later, during the XXV Congress of the Society, the First Iberian and Latin American Bulletin on Environmental Psychology was established via the Internet.¹

The marked bias in the generation of theoretical-descriptive studies, 21% of the total, might be explained by the need to communicate the theoretical-methodological characteristics of

environmental psychology studies in their early stages (Craik, 1973; Proshansky, Ittelson, & Rivlin, 1970; Stokols, 1978). Nonetheless, this result should alert specialists in the area to the care they should take in not relying on conceptual reviews carried out in other contexts; they should instead make the effort to develop a research history in psychology in general, and environmental psychology in particular, in which they consider the conceptual postulates derived from multidisciplinary and international research and integrate them with the cultural particularities of the Mexican (Díaz & Pacheco, 1994).

Finally, it must be admitted that in carrying out this work, both conceptual and practical difficulties were encountered due in part to the absence of a taxonomy of technical concepts in environmental psychology (Montero & Muñiz, 1994), and in part to the difficulty in detecting and compiling journal and conference materials in the psychoenvironmental area. It should be mentioned that work has already been done on classifying environmental psychology topics (Wener, 1989, 1990). It is still necessary to compile an internationally recognized semantic network of technical concepts applicable to the area to facilitate the assignment of descriptors, controlled by a semantic hierarchy, for articles published in this area. This would reduce the amount of information lost during the retrieval process and would facilitate scientiometric analysis (King, 1987) of the literature produced in environmental psychology.

In addition, the proposed topic classification is neither exclusive nor definitive, because the categories identified can be reconceptualized, placing greater emphasis on the interaction between the environment and human behavior than on the psychological processes implied, as was assumed in this case. It should also be recognized that the compilation was not exhaustive, because there are probably more documents in Mexico on psychoenvironmental issues that were not taken into account because of the difficulty in retrieving material in physical terms, among other factors, which implied a high cost in terms of time and money. Such a task was beyond the resources available for this project.

In retrospect, one may assume that substantial advances have been achieved in Mexico in environmental psychology. Much remains to be done in terms of delimiting the field, producing a methodological development adapted to the cultural particularities of the Mexican, and creating a research tradition leading to options for the modification, control, reduction, or elimination of psychological and environmental factors contributing to the deterioration of the quality of life in Mexico.

Finally, the effort spent on this study illustrates one more contribution to the methodological considerations that eventually will be used to support the subsequent analyses that should be carried out to determine the delimitation, expansion, and diffusion of environmental psychology in Mexico.

APPENDIX

Landmarks in Environmental Psychology in Mexico

1960	Ecological factors in children, rural area; master's thesis
1968	Housing and health; professional thesis
1971	Beginning of the ecological psychology academic course
1972-1976	Research seminar on behavioral ecology
1976-1980	Occasional territorial production on housing and privacy in residential, educational, work, and natural scenarios
1980-1982	Beginning and development of the seminar on environmental psychology, first stage
1982	Beginning of work to create a postgraduate course in environmental psychology (UNAM)
1987	Approval of the master's degree in environmental psychology by the university council
1989	Admission of first generation to the master's degree in environmental psychology
1990	Reestablishment of the seminar on environmental psychology, second stage
1991	22nd Conference of EDRA in Oaxtepec, Morelos, Mexico
1992	Inclusion of the master's degree in psychology, including environmental psychology, in the Academic Excellence List of the National Council for Science and Technology, Mexico (CONACYT)

APPENDIX Continued

1994	Publication of the books <i>Contribuciones Latinoamericanas a la Psicología Ambiental</i> and <i>Habitabilidad</i> , illustrating the research production of Iberian and Latin American specialists in the field
1995	First graduates of the master's degree in environmental psychology. Subjects: environmental stressors and human spatial behavior

NOTE

1. This is coordinated from Mexico by María Montero. Those interested in receiving further information may contact María Montero at monterol@servidor.unam.mx.

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