

## PSYCHOLOGY WEEK 4 Warzinik

### Objectives:

Students will be able to connect psychology concepts to the pandemic.

Students will analyze short and long-term impacts of the pandemic.

Students will use points in history to make connections and predictions of human behavior to this pandemic.

Actions: I want you to each think about how you and people you know have been impacted by this pandemic. I want you to focus on the psychological impact of these remarkably uncertain times. First, answer questions 1-6 with your personal view and then answer them how you've seen others impacted. These cannot be yes or no questions, you must answer them with supporting details. Then complete #7 by reading the following excerpts or using any other significant points in history impacting the psychology of human behavior that can be related to this pandemic.

For #7, think about the following situations in history.

### Spanish Flu-

<https://theweek.com/articles/909181/parade-that-killed-thousands> America was in the waning months of World War I, and officials across the country were under enormous pressure to sell war bonds, or Liberty Loans. Big parades were staged in major cities to rally the public behind the war bond effort. On Sept. 28, 1918, Philadelphia city officials refused to cancel their parade amid the Spanish flu pandemic, with devastating health consequences. That decision has been held up by the Centers for Disease Control as an example of what *not* to do during a pandemic, and has evoked obvious parallels with some modern-day officials' refusal to implement disruptive shelter-in-place orders and cancel events.

### Great

Depression-<https://www.thebalance.com/effects-of-the-great-depression-4049299> During the Great Depression, people relied on themselves and each other to pull through. The New Deal signaled that they could rely on the federal government instead.

### Great

Recession-<https://www.latimes.com/archives/la-xpm-2010-jul-15-la-oe-mcmanus-economy-pessimism-20100715-story.html> But a

deep recession does more than economic damage. When short-term unemployment turns into long-term unemployment, as it has in this recession to a level unseen since the 1930s, rates of depression (the psychiatric kind) increase, anxiety rises and behavior changes in ways both expected and unexpected.

Take birthrates, for example. They have fallen during the last two years, most sharply in states with high unemployment and mortgage foreclosure rates, like California and Arizona. That's not surprising; couples who are worried about keeping their jobs and their houses are likely to hesitate before expanding their families.

But here's something more surprising: As the recession deepens, participation in civic activities — community organizations, volunteer groups, even church attendance and social clubs — is likely to drop. Sociologists once assumed that during hard times people would naturally band together, if only to protest their plight or to give each other solace. It turns out that the opposite is true: Economic distress causes people to withdraw.

### Economic downturns in

general-<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3846090/>

There is a significant relationship between economic crises and psychopathology including suicide, help seeking for mental health problems, onset or exacerbation of mood disorders, and distress. Despite some potential methodological flaws, across study locations, designs, quality, and indicators measured, the literature indicates that there is a connection between economic decline and psychological disorders ([Dooley & Catalano, 1984](#)). Detrimental effects of economic crises most negatively affect the poor, less educated, and unemployed populations. Such effects also occur in the overall population and the employed, suggesting that economic crises may have effects regardless of social standing and occupational status, and have a negative impact on mental health across population subgroups.

**9/11-**[https://www.tandfonline.com/doi/abs/10.1300/J222v05n01\\_03A](https://www.tandfonline.com/doi/abs/10.1300/J222v05n01_03A)

statistically significant increase in anti-Islamic hate crime occurred after 9/11, and anti-Islamic hate crime leveled off within 8 weeks of the occurrence. News stories reporting anti-Islamic hate crimes, stories reporting fear of such bias crime, and public calls for calm, tolerance,

and/or reaction to anti-Islamic bias crime followed a similar pattern found within the official data. A city-by-city analysis found that UCR reported anti-Islamic hate crime was essentially non-existent in New York City and Washington, DC. It is suggested that public calls for calm and tolerance and in-group/out-group dynamics may have impacted anti-Islamic hate crime frequency, thus accounting for rises and reductions in this form of bias crime over time.

- 1. Are you connecting with friends, even while in isolation?**
- 2. Has it been tough being flexible and adapting to a new normal?**
- 3. How has social distancing affected your anxiety levels?**
- 4. Do you feel worried about the future?**
- 5. Have you experienced feelings of “grief” or “expectation violations”?**
- 6. What has been the most difficult aspect of this pandemic for you?**
- 7. How do you believe the coronavirus will affect Generation Z? Do not answer the questions below but create 5 of your own predictions. Connect your predictions to past psychology as seen after various points in history.**
  - Will it make us more safety and germ conscious?**
  - Will it make us all stronger?**
  - Will it normalize isolation?**
  - Will it deepen the normalization of anxiety?**
  - Will it cause us to work better together?**
  - Will it nudge even more people to shop on-line and cease shopping at stores?**
  - Will it solidify the entrepreneurial spirit of a generation?**