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ASSOCIATION FOR
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Fred A. Kavli Keynote Address

Suddenly Language

Lila R. Gleitman on the Evolution of
an Innate Human Trait

By Eric Houston

In tracing how and when humans first used tools, discovered fire, and evolved from living in hunter-gatherer groups to farm-based societies, scientists have at their disposal an abundance of physical evidence in the form of fossil records.

The story is quite different, however, for scientists investigating how and when the species developed what some view as one of its most quintessentially human traits: the ability to use language to communicate.

APS Fellow Lila R. Gleitman delivered that message to audience members at the 2017 APS Annual Convention in Boston. Gleitman, a professor emerita of psychology and linguistics at the University of Pennsylvania, is an internationally recognized expert on language acquisition.

“We really don’t have any hard evidence of the evolution of language,” Gleitman said during the Fred Kavli Keynote Address. “Language leaves no traces in the fossil record.”

In her remarks, Gleitman referenced scientific perspectives that frame language development either as an innate and uniquely human process or as a continuous and gradual response to the changing demands of human existence. Gleitman’s work leaves no doubt about her views on the longstanding debate regarding language development.

In contrast to scholars who ascribe to continuity theories portraying language as a process that evolved from prelinguistic systems used by our primate ancestors in response to the changing and increasingly complex needs of civilization, Gleitman and others believe language developed suddenly with “whatever genetic mutations were required” to bring modern humans into existence.

Gleitman said that to understand how language development is an innate form of communication that may be unique to humans, it is necessary to observe children using language and



APS Fellow and Mentor Award Recipient **Lila R. Gleitman** says that psychological scientists studying language learning should direct their attention toward young children’s behavioral patterns. Gleitman’s observations of deaf students developing sign language have provided support for the view that humans have an innate capacity to express language.

developing their skills. She is one of many scientists who view kids as key targets to explore the view that language development is a generally innate characteristic possessed by humans.

“We ought to be looking at young children,” she said while describing findings from research based on this approach. The studies, which Gleitman conducted with Heidi Feldman (Stanford University), APS President Susan Goldin-Meadow (The University of Chicago), and APS Fellow Ann Senghas (Barnard College), focused on children who were born without the ability to hear. In many cases, they had not yet learned sign language.

The deaf children that Gleitman and her collaborators observed were, as she describes, “free of inputs” related to language and therefore ideal targets for an investigation into how language develops.

Eric Houston is an assistant professor in the Department of Psychiatry and Human Behavior at Charles R. Drew University. He can be reached via apsobserver@psychologicalscience.org.

During her address, Gleitman showed black-and-white video clips of young American deaf children from 40 years ago as they interacted with their hearing parents and the experimenters. She described elements of the interactions that showed children's use of sentences with subjects and predicates, thus providing evidence of that grammatical structure that many theorists view as a core principle of language.

Some video clips showed scenes of interactions between deaf children in Nicaragua at a school attempting to teach them Spanish. The children, who were the focus of Senghas's studies, often conducted in collaboration with APS William James Fellow Elissa Newport and linguist Ted Supalla (both of Georgetown University), had no exposure to language prior to enrolling in the school established by the Nicaraguan government during the 1970s. The school therefore served as an ideal environment to study language emergence; it was there that the children spontaneously created Nicaraguan Sign Language (NSL) and used it with other deaf children who subsequently entered the school.

The dynamics between students provided researchers an opportunity to explore to what extent language is innate and how external inputs foster language learning. According to Gleitman, the American and Nicaraguan deaf children provide support for the view that humans have an innate capacity to express language, which they either learn at an early age from parents or which they create when such parental or environmental input is unavailable.

In longitudinal studies of the American deaf children, who ranged from 1 to 5 years old, Feldman, Goldin-Meadow, and

Gleitman directed attention to the communicative gestures that the children used to describe the structure and content of what they were expressing. Gleitman said findings from this research showed that the children were able to create language governed by grammatical rules. In fact, she said, their sign language use resembled that of similarly aged children gradually mastering language in a traditional linguistic setting. For example, Gleitman noted that many of the American deaf children omitted the subject or another word from their sentences, serving as a parallel to a phenomenon found in young children learning spoken language.

"The children are programmed in some way to desire a language," she said.

Gleitman also presented video clips showing interactions between older and newer students from the Nicaraguan school to show how language continues to grow over time and how its users develop a consensus about how it should be used. The evolution of NSL provides an example, Gleitman argued, of the natural quality of language and its rapid development within a relatively short time period.

"We are not talking about eons here, for language to evolve," she concluded, "but only 30 or 40 years — a nanosecond in evolutionary time." ●

To watch the 2017 Fred A. Kavli Keynote Address, visit www.psychologicalscience.org/r/kavli17.



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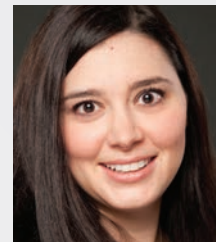
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29TH APS ANNUAL CONVENTION

Presidential Symposium

How Our Bodies Do — and Don't — Shape Our Minds

René Descartes famously declared, “I think, therefore I am,” but some modern theories about the mind would belie that proposition. More appropriate, perhaps, is writer Haruki Murakami’s version: “I move, therefore I am.”

Indeed, emerging evidence suggests that how our bodies engage with the environment around them has significant influence on how we see, feel, learn, and communicate. At the Presidential Symposium at the 2017 APS Annual Convention in Boston, APS President Susan Goldin-Meadow gathered four psychological scientists from a wide spectrum of domains and methodologies to discuss their latest findings and current theories regarding how our bodies shape our mental lives.

One of the leading researchers in this area is APS Fellow Jessica Witt, an associate professor of cognitive psychology at Colorado State University. Witt presented the results of several studies in which she examined the relationship between action and perception in a variety of settings, from the laboratory to the football field.

She showed that baseball players with higher batting averages tended to see the ball as larger, while golfers performing well saw the hole as larger than those who spent their day stuck in sand traps. Adding to these correlational results, Witt found that subjects who were more successful in a field-goal-kicking session rated the goal as larger than those who made



People are sometimes unable to think themselves out of certain cognitive illusions despite knowing they are incorrect, APS Fellow **Jessica K. Witt** has found.

fewer goals only *after* they had kicked, indicating a causative role of performance in perceived goal size.

Far from being a merely athletic phenomenon, the effect of action on visual measures such as perceived distance or size has been demonstrated in more basic motor tasks such as grasping for a just-out-of-reach target. Witt has found it to be true about body size as well: People who weigh more tend

to perceive a target they must walk to as farther away compared with those who weigh less.

“Does that mean that all action-specific effects are perceptual? No,” Witt said. “But I think we’ll be able to fine-tune which ones are.”

One particularly interesting facet of these results is that a person’s beliefs — be it about their athletic ability or body size — do not appear to influence the effect of action on perception. Similar to an optical illusion, in which our misperception persists despite us knowing it is in fact wrong, these effects have the characteristic of being what Witt calls “cognitively impenetrable” — you cannot think your way out of them.

“These aren’t cognitive effects on perception, but may be related more to lower-level motor processes,” said Witt.

A specific type of action, hand gesturing, has been found to have implications for learning. While gesture is understood to be helpful in conveying particularly ambiguous or subjective information, Susan Wagner Cook, a professor at the University of Iowa, wanted to investigate the role of gesture specifically in learning. Of particular interest is whether gesture can aid learning of more formal, abstract material such as math.

In an experiment teaching students about the equal sign as a symbol of mathematical equivalence (rather than as a “put answer here” symbol, which younger children often think it is), she found that when the instructor used gesture while teaching the lesson, students did indeed improve testing performance both immediately and days later.

To investigate possible confounding variables such as other nonverbal behaviors or the quality of speech, Cook created an animated avatar whose movements could be tightly



APS President **Susan Goldin-Meadow** chaired the symposium exploring how people’s bodies affect the ways they see, feel about, and interact with the world around them.



Susan Wagner Cook uses animated avatars to investigate the role that gesture plays in adult learning.

fore might not need to rely as much on nonverbal cues. It turns out that we, too, learn more when taught with gesture.

Cook's theory is that gesture helps to cue the important information being presented, setting the stage to allow the learner to make sense of upcoming information. To test this theory, she set up experiments in which she disrupted the coordination of the avatar's gestures with its speech, so that the gestures either came before or after the point at which they would naturally occur. She found that gestures enhanced learning when they came on time or early but not when they came after the relevant information.

"One possibility is that we use gesture to constrain our understanding in the moment, and so we need gesture to come before the speech or it's too late to influence how we interpret that speech," Cook said.

If this is true, then gesture should be especially helpful for people who have language-processing deficits or when speech is ambiguous or vague.



Amy J. C. Cuddy examines the effects of body posture on people's feelings and behaviors.

controlled when teaching the math lessons. Once again, subjects who saw the gesturing avatar learned the concept more fully, and also were more successful at generalizing the concept to other math problems.

Gesture appears to play a significant role in children's learning, but Cook wondered about adults, who are more linguistically advanced and there-

"In those moments when you're not sure what the speaker is going to say next, you might need to rely on the gesture to help you get ready for what's coming," Cook said.

Our corporeality is linked to how we perceive our visual environment and how we learn, but some researchers hypothesize that our bodies also can affect how we feel and, possibly, act.



Brain-imaging studies demonstrate that sign-language users show different brain activity than do nonsigners when they watch a person signing, says **Ted Supalla**.

— on measures of feelings and other subjective mental states versus more observable data such as hormone levels and performance tests — appears to be key, according to results of Cuddy's analyses.

In aggregate, studies examining the effects of postural feedback on feelings of power and mental states have shown stronger evidence than those that focus on behavioral and physiological outcomes, but the "kitchen-sink" method of meta-analysis that combines all these factors results in substantially weaker support for postural feedback effects, she said.

"The mental states do seem to be the stronger effects," she said. "At this point, we cannot say for certain that there is something going on with the behaviors, but I don't think we should throw the baby out with the bathwater."

Bodily influence extends beyond internal targets such as perception and feelings to communication strategies. Ted Supalla, a professor of neurology, linguistics, and psychology at Georgetown University, studies the evolution of signed languages all over the world. Sign language is inherently embodied, as its roots come from imagistic depictions and embodiment, but as it has developed into a form of language, it has shed those bodily and imagistic constraints, Supalla explained.

Gesture typically relies heavily on transparency; if you are trying to communicate with someone with whom you do not share a common language, you likely will use gestures that paint a picture or act out a scene that can be universally understood. (For an example, think about how you would gesture the verb "walk" with your hands.) However, as gesture develops into formalized language, it changes toward more opaque morphology; the form and meaning no longer have an obvious connection. Grammatical elements replace visual analogy, restructuring morphological components of gesture into a formalized symbolic system.

PRESIDENTIAL continued on Page 28

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Bring the Family Address

The Cognitive 'Glitch' Unique to Humans

Researchers have documented in a growing number of studies that animals possess cognitive abilities once thought to be exclusive to the inner workings of the human mind. Despite evidence that other species share many of our cognitive talents, APS Fellow Laurie R. Santos maintains that the human mind still holds its special and unique status.

"We are constantly engaging in things that might seem mundane but are the kinds of things that no other species on the planet does," said Santos, citing a list of activities typically associated with humans, including teaching, reading and writing fiction, taking photographs, watching films, and engaging in the scientific enterprise.

"No other species is doing any of this," said Santos, as she recited some activities and the high-level cognitive abilities they demand. "It's really just us, and that raises a question: 'How do we get to do all of these weird things,'" said Santos in remarks made to an audience attending the 2017 APS Annual Convention in Boston.

Santos is a professor of psychology and cognitive science at Yale University, where she focuses on research exploring the evolutionary origins of the human mind. As part of this research, Santos conducts studies investigating the cognitive abilities of nonhuman primates and domesticated dogs.

One area of cognitive abilities that Santos targets in her research involves how humans and other animals think about other minds. Santos told audience members gathered for her presentation during the convention's "Bring the Family" Address that thinking about other minds is achieved through a set of cognitive mechanisms or "glitches" that exist in humans and animals — with the exception of one that may be unique to humans.

Shared 'Glitches'

Santos pointed to two phenomena as examples of how glitches aid in the transfer of information to others in processes that may occur either consciously or without our awareness.

One of the two phenomena, behavioral contagion, involves the spontaneous copying of behavior by others in close proximity to us. In such cases, the information being shared may relate to group norms governing expected behaviors.

"We are subtly copying the kinds of postures and behaviors of all the folks around us," said Santos, who likened the automaticity of human copying behavior to that observed in schooling fish. Among humans, the copying may lead to the adoption of



APS Fellow **Laurie R. Santos** says that both humans and animals possess cognitive mechanisms for thinking about other minds, but one of those mechanisms — a process she calls "mind-meld" — may be exclusive to humans.

specific behaviors of those around us — such as smiling, laughing, or yawning. Santos noted how at sports events, for example, fans might take on similar outward behaviors in response to the fortunes, or misfortunes, of their team.

"We are copying automatically without realizing it," Santos said. "This is behavioral contagion in that it gets us in behavioral sync with someone else."

Santos cited studies showing how other animals, including chimpanzees and dogs, also yawn in response to similar behavior by those in close proximity to them. In addition, she referred to a study in which chimps appeared to laugh in an automatic response to others.

The cognitive mechanism implicated in behavioral copying may lead to a second phenomenon involving the transfer of information related to the emotional state of those around us. People may become bored after seeing others yawn during a long lecture or experience increased positive affect after the smiles of others motivate them to smile as well.

"This is classical glitchy emotional contagion," said Santos. "By copying behaviors, we might be getting emotions for free."

Santos attributes some of the emotional response to “neural resonance,” a process triggered when neural systems associated with the emotion in question becomes overworked. Santos indicated that humans share this process with other animals.

Mind-Meld: Mental Contagion

While the cognitive mechanisms or glitches associated with behavioral and emotional contagion exist in humans and other animals, a second mechanism is one that humans may claim as their own. This mechanism, according to Santos, facilitates the transfer or sharing of one’s beliefs, perceptions, attitudes, and preferences. The work of this mechanism may spur “mind-meld,” a term Santos borrows from *Star Trek* to describe the unrestricted exchange of thought from one individual to another.

The cognitive mechanism connected to mind-meld, says Santos, can lead individuals to adopt the beliefs and attitudes of others or become confused about their own beliefs versus those of someone else.

Santos said the mechanisms associated with the wholesale transfer or sharing of beliefs and attitudes is understudied in the field of psychology. One example of the process, she said, is captured by “altercentric interference,” where we confuse others’ perspectives with our own. Similarly, “belief interference” describes a process whereby people become confused about their beliefs and those of others. Why might these processes occur?

At a neurological level, understanding another person’s thoughts or beliefs requires individuals to inhibit the processing of their own thoughts or beliefs, Santos said.

“Sometimes we mess up,” Santos said. “Sometime the act of keeping these [thoughts] separate doesn’t work ... we just get the information confused.”

Citing findings from experiments she conducted involving monkeys and dogs, Santos said the process of mental contagion does not appear to exist in nonhumans. Santos indicated that this may be due to these animals not engaging in the simulation of others’ mental content, as occurs with humans. ●

-Eric Houston

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To watch the 2017 Bring the Family Address, visit www.psychologicalscience.org/r/btf17.

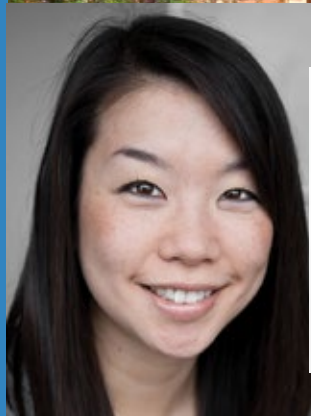


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Videos and coverage of these addresses will appear in upcoming issues of the *Observer*.



APS–David Myers Distinguished Lecture on the Science and Craft of Teaching Psychological Science

Walking (Sometimes Running) A Step in Students' Shoes



Some of APS Board Member **Michelle “Mikki” R. Hebl’s** most rewarding experiences as a mentor have also been her most challenging, she said during her APS–David Myers Distinguished Lecture on the Science and Craft of Teaching Psychological Science.

Michelle “Mikki” R. Hebl has won so many teaching honors as a professor at Rice University that she was awarded the George R. Brown Certificate of Highest Merit — a prize that retires her from teaching awards at Rice. Many of her greatest insights on teaching have come not from colleagues, lectures, or books, but from the students themselves.

Hebl dedicated her APS–David Myers Distinguished Lecture on the Science and Craft of Teaching Psychological Science, delivered at the 2017 APS Annual Convention in Boston, to the insights that she has gleaned from walking — and sometimes running — with nine of her former students.

“In sharing these stories, I hope to give you a sense of my teaching philosophy and what I think is critically important in the profession of teaching,” Hebl said.

Even Cow Patties Have Potential

During Hebl’s second year at Rice, she co-taught an interdisciplinary freshman class on persuasion. At the end of the semester, students had to present a final project. Not everyone

took the assignment seriously, including one group of bathroom humor enthusiasts who called themselves The Cow Patties. But there were also great projects, including a pitch for US Senator Dianne Feinstein to run as the first female president from a student named Emily.

“I looked at this woman and I thought, ‘You are going to be really good. I need to invite her into the lab,’” Hebl said.

But at the scheduled meeting time, one of the girls from the Cow Patties showed up: Hebl had accidentally offered the lab position to the wrong Emily.

She couldn’t take the offer back, so Hebl invited Emily of the Cow Patties to become a member of the lab. Emily turned out to be an exceptional student, publishing journal articles as an undergraduate and eventually going to Stanford University for graduate school. Now, Emily Zitek is a tenure-track professor at Cornell University. And Hebl cites Emily as one of her favorite students.

“It is possible that Emily from the Cow Patties would have succeeded anyway, but I do want to instill upon you two important lessons: The first is that you have the power to change lives as a teacher — you have the power to shape people’s lives in insane ways. You can crush people and you can also build them up with simple actions. The second lesson I learned from Emily: Even Cow Patties have potential.”

‘Come To Jesus’ Talks Can Really Work

Larry Martinez is on his way to becoming a tenured professor at Portland State University, but as a graduate student he was a bit of a challenge.

“He maybe took some years off of my life,” Hebl said with a laugh. “He is the only graduate student whom I went berserk toward, twice.” Hebl acknowledged that it probably didn’t help that Martinez entered the same year that Hebl decided to accept three other first-year students.

During his fourth year as Hebl’s student, Martinez threatened to drop out of grad school to become a kickboxing instructor — until Hebl sat down with him for a serious “come to Jesus” talk about finishing his PhD. “After I was done yelling, he just patiently and calmly looked up at me and said, ‘You’re right, that’s fair.’”

To Hebl, mentoring students is a lot like raising teenagers: the angst, the growth, the self-discovery, and a lot of love and patience. “When Larry graduated, I think he knew he owed me something big time. And he delivered! His sister went to

the same church as [former Green Bay Packers quarterback] Brett Favre, and upon his graduation he handed me a signed football from Brett,” said Hebl, who hails from the NFL team’s home state of Wisconsin. “So clearly, ‘Come to Jesus’ talks can be wildly effective.”

You Don’t Always Know Which Students You Influence

During Hebl’s first class of her first semester teaching at Rice, a student with a smirk immediately raised his hand to point out that she had misquoted something to the whole class. He was such a smart guy that he had read the book and recalled a relatively minor detail, but one that Hebl got wrong all the same. The young man was named Chuck Baker, and he had a smile that could double as a smirk. He brought this smirk to all of Hebl’s classes, sometimes whispering to his friends during class. “I really thought he hated my class and my teaching, and he made me a little nervous,” Hebl said. “In the next semester, he showed up again. Same smirk. Same look of ‘I’m gonna correct you if you get it wrong.’ The third semester, he was in another class. And I asked him, ‘Why do you keep taking my classes, Chuck?’ He responded that I was one of his favorite professors at Rice. And my heart melted. I had really misjudged Chuck Baker.” When he graduated, Hebl met his entire family, including his 90-year-old grandmother. She also kept in touch with him and got to follow his life through investment banking and lobbying in Washington, D.C.

“What he taught me is that you don’t always know which students you are influencing,” Hebl said. “Sometimes it’s the ones who do theses with you or come to office hours

frequently. And sometimes, it’s the ones who sit in the far back and say nothing in class. Or it’s the ones who look at you with a bit of a smirk. Yes, you have the ability to change lives. But you don’t always know which ones are going to be changed.”

There Is Real Bigotry in Low Expectations

Katie Wang has been blind since the age of 3. Think about wanting to pursue a career in psychological science as a blind individual: What would it be like to do SPSS or R? What would it be like to run subjects?

“For not having vision, Katie had more vision than all of her classmates,” Hebl said. She scored the highest, she took graduate-level courses and aced them, and she went on to work in the lab of APS Fellow Jack Dovidio at Yale University. Now she is a postdoc.

Juan Madera overcame an entirely different kind of adversity. He graduated from California State University, Dominguez Hills, before applying to the graduate program at Rice. Some faculty didn’t think that, even with his 3.9 GPA, he would be able to compete with students from more prestigious schools. But Hebl saw potential.

Initially, Madera struggled a little with statistics and the completion of his thesis. However, now he is an expert statistician, an outstanding researcher, and an award-winning tenured professor teaching at the University of Houston.

“There is simply bigotry in low expectations,” she continued. “Juan has mentored 46 students of his own, many of whom are diverse. I am inspired to help the rippling effects of nurturing diversity.”



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Sometimes Students Deserve the Medal!

Hebl has run a marathon in every state, many of them with students. One of these students was an undergraduate senior named Kerry Loughran. Loughran had never run a marathon before, and she was a pretty slow runner. For a marathon to count as part of your official marathon record, you must finish the race in under 6 hours.

After Hebl and Loughran ran approximately 5 hours and 20 minutes together, Loughran was at the point of exhaustion. Hebl encouraged her to push on, but around the 21- or 22-mile mark, she momentarily passed out. After Hebl sat with Loughran for a while and ensured that she got the medical attention she needed, Loughran boarded a bus to take her to the finish line. Hebl had just enough time to finish the rest of the race.

When Hebl found Loughran after the race, Loughran was wearing a completion medal and had an even better marathon time than Hebl. She explained that she was determined to finish the race; when she got near the finish line, she hopped off the wagon to lurch across the finish line.

“What I want to say is, sometimes the students deserve the medal, darnit!” Hebl said.

Assume Student Vulnerability

Gina Ingersoll, a research assistant in Hebl’s lab for 3 years, intended to get a PhD in clinical psychology. About 5 years after she graduated from Rice, Ingersoll committed suicide.

“She was 28 years old, the same age that I was when I started at Rice,” Hebl said. “I wished that I had followed up on her; I wished that I had asked her if I could write her a letter or asked her if she was going back to school. I wished that I could have helped her with the pain that she had apparently experienced. I think about Gina still. She’s a student I won’t forget until the very end of my life.”

This experience reminded Hebl that students are dealing with their own issues and that what professors see is usually just the surface. But students — even students who appear to be excelling — have many layers. “Students have immense vulnerabilities, and we often forget that,” Hebl said.

The Privilege of Sharing a Mile or a Marathon

Your students can become some of your best friends, in life and in the field. “Eden King and Jenessa Shapiro are two of my very closest friends,” Hebl said.

“These two have taught me it’s really important to enjoy the mile — or marathon — you get to share with students,” Hebl said. “Sometimes they’re like our children; sometimes they’re our best collaborators; and sometimes they become our best friends.”

In addition to running marathons with Hebl, King, an APS Fellow, and Shapiro have gone from being students to becoming some of Hebl’s best collaborators and colleagues. King was just “poached” from George Mason to come work with Hebl at Rice, and Shapiro is a professor of management at the University of California, Los Angeles.

“The privilege of sharing a mile with a student is the best gift that the field gives to me, and I think probably to you as well — although it may not be a mile; it may be another metaphor,” Hebl concluded.

“And what we get sometimes is the privilege of sharing a lifetime marathon.” ●

-Alexandra Michel

To watch the 2017 APS–David Myers Distinguished Lecture on the Science and Craft of Teaching Psychological Science, visit www.psychologicalscience.org/r/running.



Did you present a talk or poster at the 2017 APS Annual Convention and want to share it with others? Consider submitting it to the APS 2017 Open Science Framework Repository at osf.io/view/APS2017.





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Program Highlights

Michelle (Mikki) Hebl:
Mindbugs and Gorillas and White Bears, Oh My!

Simine Vazire: Teaching Psychology during the Replicability Crisis

Todd Heatherton:
Is Multitasking Responsible for the Rise in Childhood Obesity (and ADHD and GAD)?

Denise Park: Fragile Minds: Predicting Who Will Age Well

Antonio Puente: 125 Years of Teaching of Psychology: Lessons, Challenges, and Trajectories

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SYMPOSIUM SUNDAY



Psychological Science in Security and Intelligence

Intelligence agencies in the United Kingdom haven't always engaged with academics, but the Center for Research and Evidence on Security Threats (CREST) is smoothing the way for the intelligence and security community to collaborate with psychological scientists such as **Emma Barrett**, Lancaster University, left. Researchers presented diverse methodologies from psychological science that are being used to tackle real-world challenges in global security.

"Eliciting reliable info from memory is a challenge, particularly when the people you need have been in difficult situations," said presenter **Lorraine Hope**, University of Portsmouth. Hope and colleagues are working with CREST to develop better methods for helping witnesses accurately recall details of crimes.

Reducing Intergroup Bias

In a symposium on reducing intergroup bias on helping, **Mina Cikara**, Harvard University, noted that "intergroup conflict is one of humanity's biggest challenges. Even nonviolent conflicts have massive implications for culture at large." She added that people are significantly less likely to help outgroup members than their ingroup counterparts. However, inducing them to imagine detailed events, such as helping a person in a specific time and place, facilitates prosocial intentions even toward members of other groups. The sensory detail and the perspective provided for such a scenario plays an important role in encouraging those intentions. "Narrative descriptions reduce empathy bias by decreasing the salience of that target's group membership," Cikara said.



Shedding Daylight on SAD

Presenting research on the misperceptions of Seasonal Affective Disorder (SAD), **Michael A. Young**, Illinois Institute of Technology, indicated that in contrast to major depressive episodes, which typically last 9 months, seasonal affective depressive episodes tend to abate during the spring, regardless of when they start. The prevalence of SAD also varies by latitude, suggesting that the amount of daylight people receive can directly affect their likelihood of experiencing SAD.



SCENES FROM CONVENTION

29TH APS ANNUAL CONVENTION



More than 3,000 researchers and students submitted posters to be presented during the convention.



In her new book *How Emotions Are Made: The Secret Life of the Brain*, APS Past Board Member **Lisa Feldman Barrett** points to neuroscience and experimental psychology to challenge the assumption that emotions are instinctive and culturally universal. Barrett signed copies of her book at the convention.



APS Fellow **Lila R. Gleitman** (right) shares some of the highlights of her groundbreaking career in linguistics and psychological science in an interview with APS President **Susan Goldin-Meadow** for "Inside the Psychologist's Studio." This newest installment of the APS video series will appear later this year on the APS website.



Columbia University psychological scientist **Kimberly Noble**, right, studies the link between socioeconomic inequality and children's cognitive and brain development. APS President **Susan Goldin-Meadow** presents her with the 2017 APS Janet Taylor Spence Award for Transformative Early Career Contributions. Other Spence Award winners were **Paul Eastwick** (University of California, Davis), **A. Janet Tomiyama** (University of California, Los Angeles), **Elliot Tucker-Drob** (The University of Texas at Austin), and **Liane Young** (Boston College).



APS Fellow **Randall W. Engle** (George Institute of Technology) and **Susan Gathercole** (University of Cambridge) discuss their work on a recent scientific review of computerized brain-training programs. Engle and Gathercole were among several scientists participating in the review, published in the APS journal *Psychological Science in the Public Interest*, showing no evidence that brain-training programs yield the cognitive benefits their manufacturers often claim.



Researchers from different career stages, scientific backgrounds, and professional settings share ideas in an invited symposium on improving psychological science's reproducibility, validity, and impact in the 21st century. Panelists include, from left, APS Fellow **Michelle N. Shiota**, Arizona State University, Tempe; APS Past President **Robert W. Levenson**, University of California, Berkeley; **Lis Nielsen**, National Institute on Aging; **Ed Vul**, University of California, San Diego; **Courtney Soderberg**, Center for Open Science; APS Fellow **Roger S. Giner-Sorolla**, University of Kent; and APS Past Board Member **Barbara A. Spellman**, University of Virginia.



David M. Condon, Northwestern University, teaches an attendee about the R statistical system in one of several methodological workshops. Other workshops explored promoting occupational success for psychology majors; working with experience-sampling methodology; and diving into dyadic analysis.



Psychological scientist **Janie H. Wilson**, Georgia Southern University, has long argued that professor–student rapport is linked with heightened student motivation and performance. But recent research reveals some factors, including age and gender biases, that can negatively impact that dynamic, Wilson said during her keynote address at the 24th Annual Teaching Institute sponsored by APS and the Society for the Teaching of Psychology.



APS Fellow **Daniel J. Simons**, University of Illinois at Urbana-Champaign, is Editor of the new APS journal *Advances in Methods and Practices in Psychological Science*. Simons shared details about the innovative publication, which is now accepting submissions.



APS Past President **Mahzarin R. Banaji** (center) was celebrated by her longtime collaborators as part of a special symposium recognizing her APS William James Fellow Award and her groundbreaking work on implicit stereotyping, prejudice, and system justification. A Harvard University social psychologist, Banaji has inspired implicit bias research on several levels of analysis, including child development, behavioral research, and neuroscience. Her work has been cited more than 40,000 times. Presenters in the symposium included, from left, **Yarrow C. Dunham**, Yale University; APS Fellow **John T. Jost** and APS Past President **Elizabeth Phelps**, both of New York University; and APS William James Fellow **Anthony G. Greenwald**, University of Washington, Banaji's longtime collaborator who worked with her on the creation of the widely used Implicit Association Test (IAT). (See a future issue of the *Observer* for an in-depth look at the range of findings that have emerged from the IAT over the past 20 years.)

THANK YOU TO OUR EXHIBITORS



Fear Factors

Panel Examines Fear Research at Individual and Societal Levels

On any given day, people are flooded with information about a host of dangers and threats, including terrorism, war, climate change, economic collapse, and disease. Research shows that the feelings of fear this information can arouse are spreading worldwide, affecting not only individuals but entire societies. What does this phenomenon mean for the psychological scientists who study the emotion? Five speakers addressed this question in the Cross-Cutting Theme Program, “The Science of Fear: From Basic Psychological Mechanisms to Impact on Society,” at the 2017 APS Convention in Boston.

“Today’s world is in a time where uncertainty seems to be ubiquitous,” said APS Fellow Arie W. Kruglanski, University of Maryland, College Park. Kruglanski and other panelists used recent events to highlight evidence showing how individuals and societies are affected when we view the world through a lens of fear.

Need for Closure



APS Fellow **Arie W. Kruglanski** has demonstrated that people who are reminded of the threat of terrorism in their lives feel an increased need for stability.

One of the effects of fear that Kruglanski has examined is the “need for closure,” a response among individuals faced with uncertainty about safety amid the threat of terrorism and other violence. Individuals experiencing a heightened need for closure may hold views that express rigid support for their group and its leadership as well as antipathy toward those considered to be outsiders.

In his presentation, Kruglanski described two studies he conducted with colleagues in which participants were reminded of the threat of terrorism in their lives. In both studies, the degree of insecurity experienced by participants predicted their need for closure. In addition, findings showed that this need was associated with negative attitudes toward members of the outgroup and support for tough measures against

the outgroup. Kruglanski’s other research has shown that these outgroup members experienced a loss of personal significance (e.g., humiliation), prompting a need for closure expressed in more polarized negativity toward the outgroup. “The more they feel humiliated, the more they feel a need for closure and the more this leads to increased extremism,” Kruglanski said.

In summary, the same psychological dynamics that drive violent extremism drive approaches to countering such extremism, leading to increased tension between groups within societies.



Linda M. Isbell says negative emotions such as fear, anxiety, and anger affect information processing differently. She suggests that feelings of fear may arise from situations in which people feel uncertainty or a loss of control.

From Fear to Stereotypes and Prejudice

APS Fellow Steven L. Neuberg of Arizona State University further highlighted the societal impact of fear and uncertainty. In his presentation, Neuberg indicated that the vulnerability people experience when faced with fear sets in motion evolved responses to mitigate the potential threat. Such responses include the formation of prejudices and stereotypes directed against groups believed to pose a threat to physical safety. These prejudices “are qualitatively different from other prejudices,” Neuberg said, because they elicit self-protective discriminatory actions.

Part of the difference described by Neuberg may be due to how fear impacts the processing of information.

Linda M. Isbell of the University of Massachusetts Amherst noted that negative emotions such as fear, anxiety, and anger affect information processing differently. As a result, these emotions impact a person’s behaviors or beliefs in different ways. In situations that arouse anxiety, people may process information in a way that causes them to focus on details, Isbell said, while anger is associated with



Daniela Schiller has investigated interventions designed to eliminate learned fear responses.

mechanisms that influence our responses to fear at the individual level.

Daniela Schiller of Icahn School of Medicine at Mt. Sinai discussed the neural basis of fear and the key roles played by brain regions such as the amygdala in the processing of this emotion. She also explained how the prefrontal cortex could be harnessed to form new responses. Schiller described a series of studies she conducted in which participants underwent fear conditioning: Colored squares were paired with mild shocks in slightly more than a third of the experimental trials, followed by extinction training designed to reduce or eliminate the learned fear responses. Findings suggested that extinction training may prevent subsequent fear responses to the threatening stimuli if the training occurs when fear memories are reconsolidated and stored again in an individual's memory. The reconsolidation process may occur when a memory is triggered or reactivated by a reminder of the threatening stimuli.



People's fear responses trigger the formation of prejudices and stereotypes that serve a self-protective function, says APS Fellow Steven L. Neuberg.

a tendency to rely on stereotypes. Fear, which like anxiety is associated with processing information in a concrete, detailed manner, may be the outcome of situations in which a person feels no sense of certainty or personal control.

Internal Responses to Fear

Other panel members delved into the psychological underpinnings and neural

mechanisms that influence our responses to fear at the individual level. Daniela Schiller of Icahn School of Medicine at Mt. Sinai discussed the neural basis of fear and the key roles played by brain regions such as the amygdala in the processing of this emotion. She also explained how the prefrontal cortex could be harnessed to form new responses. Schiller described a series of studies she conducted in which participants underwent fear conditioning: Colored squares were paired with mild shocks in slightly more than a third of the experimental trials, followed by extinction training designed to reduce or eliminate the learned fear responses. Findings suggested that extinction training may prevent subsequent fear responses to the threatening stimuli if the training occurs when fear memories are reconsolidated and stored again in an individual's memory. The reconsolidation process may occur when a memory is triggered or reactivated by a reminder of the threatening stimuli.

Understanding how cognitive processes strengthen and maintain fear-based memories may provide valuable information for the development of treatment approaches, but a thorough assessment of exposure to a traumatic stressor is important when developing interventions that address the specific challenges an individual may face.

APS Fellow Nnamdi Pole of

Smith College used findings from his studies with police officers to highlight the value of combining types of assessment measures.

In a laboratory study, 55 urban police officers were presented with scenarios depicting three levels of threat conditions (low, medium, and high) followed by startling sounds. Pole and his colleagues found that lower levels of threat were most effective in eliciting exaggerated responses to

startling sounds in officers with high posttraumatic stress disorder symptoms. Officers in the study reacted as if they were under high threat even during the low- and medium-threat conditions. Pole and his collaborators speculated that the officers reacted in this manner due to their difficulty inhibiting worries about electric shocks administered during high-threat condition.

Pole said findings from his research suggest that police exposed to traumatic stressors may underreport symptoms such as enhanced startle reflex; this may be due to concerns among officers that reporting distress could have a negative impact on their careers. Pole added that more comprehensive assessment tools, such as gathering information on an individual patient's self-reported symptoms, could be valuable in addressing this underreporting and providing police with appropriate intervention and training. ●

-Eric Houston

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APS Fellow Nnamdi Pole has conducted studies showing that urban police officers exposed to traumatic stressors may underreport symptoms such as enhanced startle reflex, and that gathering information on these symptoms can be useful for interventions.

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The Estes Fund was established to honor William K. and Katherine W. Estes. Bill Estes was a giant in the fields of learning and mathematical psychology, a recipient of the National Medal of Science, and the founding editor of the journal *Psychological Science*, for which Kay Estes served as founding managing editor. The Estes Fund is jointly overseen by the Association for Psychological Science and the Psychonomic Society.

The Many Flavors of Relationships

Symposium Examines Sibling Ties, Friendships, Mentoring, and More

Relationships have served as a focal point of attention since the emergence of psychological science as a discipline. However, much of the work in this area has addressed parental and romantic relationships. Other types of relationships, by contrast, have received less scrutiny.

Five psychological scientists aimed to shift that focus and give these different relationships their due in the Cross-Cutting Theme Program “The Many Flavors of Relationships” at the 2017 APS Annual Convention in Boston.

Katherine Jewsbury Conger of the University of California, Davis, researches sibling bonds across the lifespan.



Katherine Jewsbury Conger examines the effect that modern communication platforms such as Facebook have on sibling relationships.

these relationships during childhood and adolescence, Conger noted. Her recent work, moves in a different direction by examining how the sibling relationship changes during an individual’s progression into adulthood and throughout the lifespan.

Brothers, Sisters, and Technology

A relatively recent development that psychological scientists must account for is the role of technology in helping siblings stay in contact years after they leave the family nest, said Conger, citing data from the Family Transitions Project, a

longitudinal cohort study launched in the 1980s. The study, which began with an initial sample of about 450 rural Iowa adolescents and their family members, aims to examine how the mechanisms and characteristics of individual family members either worsen or protect against risks for health and behavioral problems related to economic hardship. Participants enrolled in the study were hit by an economic downturn affecting agriculture in the state.

Sixty-three percent of siblings in the study said they were friends on Facebook, according to Conger, and those siblings reported more frequency in sibling contact, greater levels of advice-seeking behavior, and higher ratings of relationship satisfaction compared with siblings who had no Facebook contact. Siblings participating in the study also used other forms of technology to keep in touch, including phone calls (51%), texting (20%), and email (9%). Compared with other modes of communication, phone contact between siblings was associated with greater advice-seeking and better psychological adjustment and overall health outcomes.

“Siblings matter, and they are in a unique, lifelong, dynamic relationship,” Conger said.

Friendships: The Role of Proximity and Mobility

In contrast to biological siblings, our network of friends may be a function of both personal and environmental factors, APS Fellow Shigehiro Oishi observed. Drawing on work by William Rawlins of Ohio University, Oishi noted the voluntary nature



Involvement in a variety of relationships, including marriage, close friendships, and church memberships, can increase positive health outcomes, says APS James McKeen Cattell Fellow **Sheldon Cohen**.



How we choose our friends may be as much a function of our environment as of our personal preferences, says APS Fellow **Shigehiro Oishi**.

of friendships and the role of affective factors such as loving and caring for our friends. Physical location plays an important role in the development of friendships, as Leon Festinger's proximity effect predicts, but Oishi indicated that other factors, such as geographic mobility, in which people may move from city to city for career purposes, also influence their development.

Findings from a study Oishi conducted showed that participants who were asked to think about living a mobile lifestyle tended to express greater motivation to expand their social networks than did those assigned to think about a stable living condition.

"The US has much mobility," he said. "In many societies, mobility is lower. You don't choose friends — you are just friends with someone near you who you are stuck with."

'Relational Mentoring': Not Yoda or the Godfather



APS Fellow **Belle Rose Ragins** says the most fulfilling mentor-mentee relationships involve mutual learning, growth, and benefits.

The workplace, where many people devote significant amounts of time, offers another context for examining relationships. The relationships people develop at the workplace come in a variety of categories, including that of a mentor-mentee bond. But according to APS Fellow Belle Rose Ragins of the University of Wisconsin-Milwaukee, much of the research on mentor-mentee

relationships has focused on traditional mentoring — relationships in which "someone with advanced expertise and knowledge helps a protégé's career." These are "one-way relationships," where the focus is on what the mentor provides to the protégé.

This model, in which the mentor often plays the role of a Yoda or Godfather figure, stands in contrast to "relational mentoring," an approach that Ragins describes as representing the highest-quality mentoring relationship — one that involves mutual learning and growth.

"We have to take into account what the mentors get [from the relationship] as well," said Ragins. "Mentoring relationships are about development and career growth in a context that is very much different from other relationships."

Ragins said relational mentoring can be valuable for promoting a diverse workforce and buffering employees against discrimination in job settings. This is achieved through "holding behaviors," whereby relational mentors signal their availability as a source of support for their protégés, express empathy, offer validation, and aid the protégé in making sense of adverse situations and discrimination in the workplace.

Relationships as Perceived by Children

Whilesomementoring relationships may play a buffering role, being exposed to a stressed relationship between parental figures instead may serve as a source of distress.

Psychological scientist Patrick Davies presented findings from his research describing how children's reactions to their parents' relationship may predict both physical and mental health problems.

Davies, of the University of Rochester, described how conflict between parents may heighten child insecurity and thereby lead to a range of negative internalizing and externalizing behaviors, including depression, anxiety, impulsivity, withdrawal, and misconduct.

However, not all types of interparental conflict or patterns of child insecurity are associated with risk. Davies noted that destructive conflict characterized by hostility, anger, and aggression was a consistently stronger predictor of children's insecurity than were variations in children's exposure to constructive forms of resolving conflict such as affection, support, and problem-solving. Likewise, he also presented research on how different forms of insecurity have distinct implications for children's psychological adjustment.

As other panelists identified how different types or aspects of relationships may receive relatively little attention, APS James



The ways in which parents tackle conflict can have a large impact on their children's physical and mental health, says **Patrick Davies**.



McKeen Cattell Fellow Sheldon Cohen (Carnegie Mellon University) wrapped up the program with research that underscores the independent effects of three relationship concepts: social integration, social supports, and social strains.

Cohen cited research highlighting how individuals involved in a variety of different types of relationships, including marriage, close friendships, and church memberships, experienced fewer health problems and mortality rates than their less-social peers. “Associations with these social variables are often viewed as a unitary effect of our social relationships on our health, but are actually each driven by unique and independent mechanisms,” Cohen said. ●

-Eric Houston

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Supalla discussed several universal requirements for sign language structure, including the importance of gestural sequence as a way to express complex meanings. Expressing a reference to the sun, for example, by tracing one’s face (describing a round object) before pointing upwards helps convey that you are referring to round objects in outer space rather than the ceiling.

Space is often used for reference, so the directional path of a sign — for example, for a signed verb, where its movement path begins and where it ends — provides information about the subject and the object or recipient involved. Facial expression is certainly useful for conveying affective information, but many nonsigners are not aware that these expressions also communicate syntactic information. Raised eyebrows indicate that a yes or no question is being asked, for instance, and the shape of the mouth serves an adverbial function, communicating *how* an action happened (e.g., carelessly or intensely).

Supalla’s collaborative work with colleagues in brain-imaging studies has revealed that signers showed lateralized activation in their left hemispheres when viewing a person signing, as expected given the left hemisphere’s role in language processing regardless of modality. Nonsigners showed more activation in their right hemispheres, where motion-perception processing occurs, since they were viewing the person’s hand movements but not interpreting them as language. Nonsigners also had the same tendency when viewing nonlinguistic gesture. Signers still showed increased activation in their left hemispheres when viewing gesture, indicating that they were processing gesture in a structured way, similarly to how they processed language.

“This tells us that, throughout the evolution of a signed language, the language changes to become a better formal

system, and the brain lateralizes this processing using the left hemisphere, just as in the evolution and processing of spoken languages,” Supalla said.

All the symposium speakers have plans for further research into their respective subjects, hoping to shed ever more light on the hidden connections between our bodies and our mental lives. ●

-Amy Drew

To watch the 2017 Presidential Symposium, visit www.psychologicalscience.org/r/Presidential17.



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The Legacy of a Neuroscience Pioneer

Psychological Researchers Pay Tribute to Suzanne Corkin

At the time of her death in May 2016, neuroscientist Suzanne Corkin had marked her place in history as a leading scholar on human memory. Well-known for her investigations of the amnesic patient H.M., Corkin, a professor emerita at the Massachusetts Institute of Technology (MIT), made significant contributions to the field of cognitive neuroscience of healthy aging.

In a special symposium at the 2017 APS Annual Convention, Corkin's colleagues and former students gathered to discuss her influence on their own careers and their thoughts on her legacy.

Wellesley College psychological scientist Margaret Keane, who earned her PhD under Corkin, provided an overview of Corkin's early career, beginning with her work studying the sense of touch (somesthesia) under the supervision of APS William James Fellow Brenda Milner of McGill University. With no funds available for her research, as Milner has recalled, Corkin marched door to door in Montreal asking vendors to donate research supplies and equipment, saying it was "for the sake of McGill." Her success in this early fundraising endeavor foreshadowed decades of securing federal grant support for her MIT laboratory, Keane said.

Corkin's best-known research involved Henry Molaison, who was identified only as H.M. until his death in 2008. Molaison lost the ability to form new memories after undergoing brain surgery in 1953 to treat his epileptic seizures. Over nearly half a century, Corkin studied his cognitive abilities, in what was a systematic exploration of impaired and preserved memory capacities. Her findings were critical to our understanding of the role of the hippocampus in the formation of declarative memory, Keane said.

Corkin also made major contributions to the neuropsychological understanding of such neurological disorders as Alzheimer's disease and Parkinson's disease, said APS Fellow John Gabrieli (MIT), who studied under Corkin from 1979 to 1986, initially as a volunteer and then as a graduate student (and later a faculty colleague). All of this research contributed to a unifying framework that characterized the brain as an ensemble of interactive memory systems, specific neural circuits that support specific kinds of learning and memory, he said.



Scientists gather to remember the late cognitive neuroscientist **Suzanne Corkin** and reflect on the influence she had on their careers and on the empirical understanding of human memory. From left are **Kim Graham**, Cardiff University; **John Gabrieli**, Massachusetts Institute of Technology; **Margaret Keane**, Wellesley College; **Morris Moscovitch**, University of Toronto; and **Elizabeth Kensinger**, Boston College.

APS Past Board Member Morris Moscovitch (University of Toronto) reflected on the foundational role that Corkin's research with Molaison played in his own work, as well as that of many other cognitive scientists.

Moscovitch, who first met Corkin in 1973, recounted during the symposium a conversation he had with her in the late 1990s, when she told him that H.M. had good semantic memories but almost no detailed episodic memories. Corkin presented those data publicly, and the findings helped bolster the Multiple Trace Theory that Moscovitch and APS Fellow Lynn Nadel (University of Arizona) advanced. That theory posited that detailed, truly episodic memories depend on the hippocampus, no matter how long ago they were formed. It challenged the standard model of systems consolidation, which held that the hippocampus is a temporary memory structure that is needed only until memories are consolidated in the neocortex.

Moscovitch said Corkin's studies on H.M. also influenced his subsequent work with APS Fellow Gordon Winocur (Rotman Research Institute) and other colleagues showing that only those memories that are transformed over time, and lose their episodic specificity, become independent of the hippocampus — also supporting Trace Transformation Theory. Such memories become more schematic and come to rely on neocortical structures such as the ventromedial prefrontal cortex.

APS Fellow Elizabeth Kensinger described how the first studies of emotional memory that she conducted as a graduate student under Corkin laid the groundwork for the research

questions that she now investigates in her laboratory at Boston College. These early studies, said Kensinger, who studied under Corkin from 1998 to 2003, hinted at a relative preservation of emotional memory in healthy aging. That sparked her interest in finding a better understanding of why there are sometimes differences in the ways that positive and negative events are remembered, she said.

Kim Graham, a memory scientist based at Cardiff University in the United Kingdom, never worked directly with Corkin, but said she was hugely influenced by her work from afar. Graham highlighted how Corkin's pioneering work with H.M. had inspired a generation of young researchers to enter into the memory field. She said Corkin's meticulous, thorough, and inventive papers on patients with memory loss ignited her own interest in the neuropsychology of memory.

In her talk, Graham described studies testing whether structures in the medial temporal lobe support different forms of perception and memory. Corkin raised this question in her seminal 2002 paper in *Nature Reviews Neuroscience*, "What's new with the amnesic patient H.M.?"

Graham also presented recent work applying diffusion MRI to study how individual differences in white matter predict variation in perceptual and mnemonic ability.

Graham and other presenters praised Corkin for the support she provided them and other junior researchers in the field. Her scientific accomplishments earned her such honors as the MERIT award from the US National Institutes of Health. But in writing a summary of her career after her retirement,

Corkin mentioned only a single award — the MIT Undergraduate Advising Award that she received in 2011.

Her pride in that award, Keane said, mirrored her delight in all of her relationships with students and colleagues. ●

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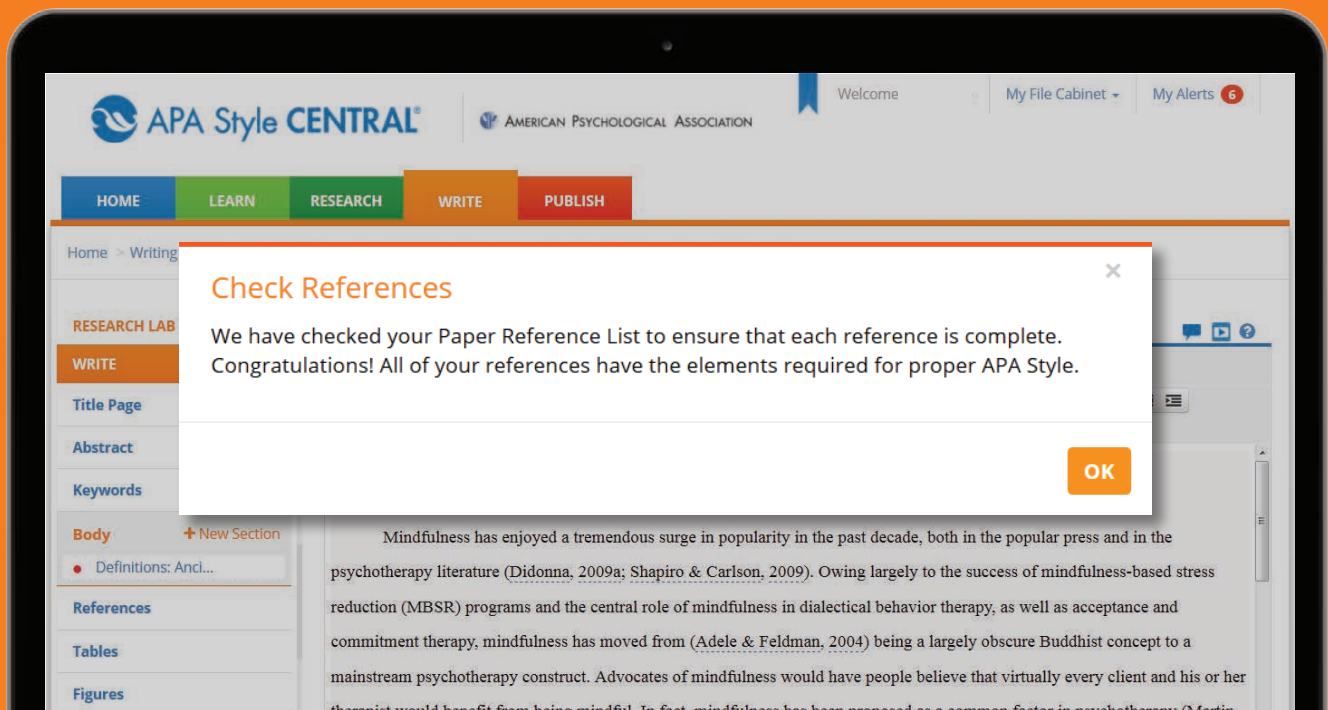


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Student Events Inspire, Impress at the 2017 APS Convention

By Elise Goubet

APS Student Caucus (APSSC) events at the 2017 APS Annual Convention in Boston offered students a wide array of topics, including how to apply to and survive graduate school; how to navigate the job market for both academic and nontraditional jobs; and how to get your manuscripts published in peer-reviewed journals. Students also had the exciting opportunity to meet and talk with some of the leaders in the field of psychological science in an intimate setting during the “Champions of Psychological Science” event.

The student programming began on Friday with a forum on “How to Get Published” chaired by APSSC Student Notebook Editor Elise Goubet of the University of Kansas. The panel featured four editors from prestigious journals, including APS James McKeen Cattell Fellow Stephen Hinshaw (University of California, Berkeley), APS Fellow Jennifer Tackett (Northwestern University), APS Fellow Nnamdi Pole (Smith College), and APS Fellow Linda Skitka (University of Illinois at Chicago). Students walked away with valuable tips for drafting a manuscript that will get published, deciding which journal to submit a manuscript to, and navigating the review process.

The events continued with four “Naked Truth” panels designed to cover the entire graduate school experience, from applying to graduate school to searching for jobs in both academia and nontraditional settings. “The Naked Truth I: Getting Into Graduate School,” chaired by APSSC Undergraduate Advocate Alexis Brieant of Virginia Polytechnic Institute and State University, had a standing-room-only turnout to start the series. Four graduate students shared their experiences with the application and admission process. Angela Marie Pisoni (Duke University), Natalia Van Doren (The Pennsylvania State University), Andrew G. Triplett (Loyola University

Chicago), Margarita Zeitlin (University of Washington), and Toria Herd (Virginia Polytechnic Institute and State University) provided tips and tricks for undergraduates, including how students can set themselves apart during their undergraduate years, how to prepare for the GRE, how to compile an application, and how to survive and thrive during the interview process. Throughout the panel, the speakers urged students not to underestimate the importance of finding the right fit in a graduate program. They advised students to seek out multiple research opportunities so that they can be sure of what they want to focus on in graduate school.

“The Naked Truth II: Surviving Graduate School,” chaired by outgoing APSSC Graduate Advocate Marliisa Cristina Amole of the University of Pittsburgh, provided students with information about how to get the most out of their graduate school experience. Jeffrey Girard (University of Pittsburgh and incoming APSSC Communications and Marketing Officer), Hannah McKillop (Case Western University), Shelagh Freedman (Concordia University, Canada), and Joshua Guyer (Royal Military College of Canada) focused on how to manage time and maintain a healthy work/life balance, how to get the most out of a mentor–mentee relationship, and how to cultivate productive writing habits. Girard’s advice to not “let perfect get in the way of good” captured the essence of the panel. The panelists suggested students learn when to say no to opportunities, pace themselves, collaborate to increase productivity, clearly define their expectations for a mentor–mentee relationship, and schedule self-care time.

“The Naked Truth III: Navigating the Job Market after Graduate School” focused on how to pursue a job in academia. APSSC Past President Gal Slonim (University of Bamberg, Germany) moderated a discussion with three former graduate students: Dylan Gee, an assistant professor at Yale University, Christopher Conway, an assistant professor at the College of William & Mary, and Katrin Rentzsch, a lecturer and chair of Personality Psychology and Psychological Diagnostics at the University of Bamberg, Germany. The panelists spoke about how to find and choose the right academic position, how to craft a CV, and how to mold an application to fit different schools and departments. They also highlighted the

Elise Goubet is a third-year graduate student studying cognitive psychology at the University of Kansas. Her research focuses on gender differences in emotion regulation and emotion dysregulation in depressed individuals. She studies these topics using neuroscience and behavioral methodologies. Goubet can be reached at kegoubet@ku.edu.



importance of networking, not underestimating the impact of teaching and research statements, and preparing for all aspects of the job talk and interview process.

The Naked Truth panels closed with a brand-new event, “The Naked Truth IV: You’re Working Where?,” moderated by incoming APSSC President Amy Heard (Loyola University, Chicago), who is also the outgoing APSSC RISE Coordinator. This unique event featured four panelists working in careers outside of academia: K. Andrew DeSoto from the Association for Psychological Science, Coreen Farris from the RAND Corporation, Cynthia Null from the National Aeronautics and Space Administration, and Joanne Walsh from the New England Institute of Technology. These speakers emphasized connecting with people beyond higher education, applying for internships and fellowships offered by nonacademic research organizations, and seeking out extracurricular activities during graduate school — such as running for election to serve on the APSSC!

The final student event on Friday was the annual Campus Representatives meeting, led by outgoing Membership and Volunteers Officer Meghan Pierce of the University of Nevada, Las Vegas. Representatives discussed their experiences serving their universities and suggested ways to improve the program and get more students involved. More information for interested students can be found at bit.ly/2rQZ7vt.

Saturday’s events began with the RISE and Student Research Award presentations. The RISE Research Awards are given annually to acknowledge outstanding student research on socially and economically underrepresented populations. Khadijah Ahmad (The Graduate Center, City University of New York) discussed how the role of comfort in expressing emotions is differentially associated with suicidal ideation in Asian American versus European American young adults. Musya Herzog (Columbia University Medical Center) presented her research on disordered eating and psychopathology in an urban sample of bariatric surgery patients. Emily Leitzel (Lock Haven University of Pennsylvania) examined the effects of race and sexualized dress on the interpersonal attraction of women to men. Finally, Andel Nicasio (University of Central Florida) demonstrated how the attitude–behavior discrepancy in familism affects symptoms of depression among Latinos. The RISE award will now be open to students from underrepresented populations regardless of their research interests, as well to any student studying an underrepresented population. More information can be found at bit.ly/2sLmXwU.

The Student Research Awards are given annually to recognize outstanding research conducted by APS Student Affiliates. Raffles Cowan (Northwestern University) discussed how core beliefs differ between healthy adolescents and youth at high risk for psychosis. Hyesung Hwang (Washington University in St. Louis) explained how pupillary reactivity to social exclusion is a potential mechanism underlying the detection of social exclusion. Adrienne Romer (Duke

University) presented on structural alterations within cerebellar circuitry and their association with general liability for common mental disorders. And Stephanie Wemm (University of Albany, State University of New York) demonstrated research on the common patterns of hormone responses in problem gamblers and heavy smokers. Students interested in applying for next year’s awards can find information at bit.ly/2tokaru.

The APSSC student events closed with the annual “Champions of Psychological Science” meeting. The event offered students the opportunity to talk in a personal setting with leaders in psychological science about topics ranging from how to find your passion in research to how to be successful in academia. This year’s champions included APS President Susan Goldin-Meadow (The University of Chicago), APS Past President Mahzarin Banaji (Harvard University), APS James McKeen Cattell Fellow Robert DeRubeis (University of Pennsylvania), APS James McKeen Cattell Fellow Phoebe Ellsworth (University of Michigan), and APS Fellow Laurie Santos (Yale University). Banaji also is the recipient of the 2016 APS William James Fellow Award.

The APSSC board thanks all of the panelists and attendees for making this year’s events a success. Don’t forget to check out our events in San Francisco at the 2018 APS Annual Convention! ●

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California State University, East Bay**Psychology****Social/Personality Psychology**

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Claremont McKenna College**Psychology****Tenure-Track Assistant Professor in I-O Psychology**

Claremont McKenna College invites applicants for a tenure-track position in Industrial-Organizational (I-O) Psychology. Applicants should have earned a Ph.D. in I-O Psychology or closely related field. We are especially interested in candidates with primary research and teaching interests in topics such as individual differences in organizations, talent management (including employee selection, appraisal, motivation, and training/development), decision-making, teams and teamwork, and working in diverse contexts. CMC faculty are expected to maintain an active program of research and to engage undergraduate students in the research process. Excellence in teaching undergraduates is critical. Professors at CMC teach four courses a year (2 courses per semester). For this position, courses will likely include Organizational Psychology, a specialty area seminar, a lower division course (e.g., Personality Psychology), and a core course in psychology (e.g., Introduction to Psychology). These classes are taught in a liberal arts setting characterized by small classes and high levels of student interaction. Given our commitment to cultivating a challenging and inclusive educational environment, we seek candidates who can demonstrate a commitment to teaching and mentoring students within a college community that is broadly diverse with regards to race, ethnicity, gender, sexual orientation, and socioeconomic background. There are also opportunities for working with graduate students in the psychology doctoral program at Claremont Graduate University. The deadline for uploading applications is October 2, 2017 so that requests for letters of recommendation may be automatically generated and letters received by October 16, 2017. When uploading materials, please include a statement of research interests and a statement of teaching interests (including a summary of past teaching evaluations), a curriculum vitae, names and e-mail addresses of three references, and copies of relevant publications. Review of applications will begin on October 16, 2017. Inquiries should be directed to David Day, Chair of I-O Search Committee at: david.day@cmc.edu. Application Materials should be uploaded to: https://webapps.cmc.edu/jobs/faculty/faculty_opening_detail.php?PostingID=16019. Claremont McKenna College is a highly selective undergraduate institution ranked among the top liberal arts colleges nationally. CMC is a member of The Claremont Colleges, which also includes Pomona, Scripps, Pitzer, Harvey Mudd, Claremont Graduate University and the Keck Graduate Institute for Applied Science. Collectively, The Claremont Colleges constitute an academic community of 6,000 students. Claremont is located 35 miles east of Los Angeles.

Stanford University**School of Business****Faculty Positions in Organizational Behavior**

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MASSACHUSETTS

Harvard University**Psychology****Assistant Professor**

The Department of Psychology anticipates making a tenure-track appointment at the assistant professor level to begin July 1, 2018. We seek candidates with expertise in the application of computational models toward understanding human perception or cognition. Our interest is less in specific areas and methods than in innovation and excellence in the application of modeling techniques to experimental data from adult humans, children or animals. The appointment is expected to begin on July 1, 2018. Candidates at all levels are encouraged to apply. Candidates must have a strong doctoral record and have completed their Ph.D. Candidates should have demonstrated a promise of excellence in both research and teaching. Teaching duties will include offerings at both undergraduate and graduate levels. Please submit a cover letter, curriculum vitae, research and teaching statements, up to three representative reprints, and names and contact information of three to five references (three letters of recommendation are required, and the application is complete only when all three letters have been submitted) to <http://academicpositions.harvard.edu/postings/7663>. Questions regarding this position can be addressed to alvarez@wjh.harvard.edu. The committee will consider completed applications starting immediately on a rolling basis through October 1. Interviews will be conducted in late September and continue in October. Harvard University is an affirmative action/equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. We actively encourage applications from women and minority groups.

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University of Michigan

Psychology

Faculty Position in Human Social/Affective/Cultural Neuroscience

The Department of Psychology at the University of Michigan, Ann Arbor, invites applications for a faculty position (Assistant or Associate Professor) focusing on social/affective/cultural neuroscience in healthy populations, which may include research that touches on cognitive, clinical and/or developmental processes as well. The successful candidate will likely be a faculty member who would affiliate with the Social Psychology area of the Department. Preference will be given to individuals whose methods include brain imaging (e.g., fMRI, EEG, eCog), genetics/epigenetics, biomarkers or stimulation techniques (e.g., tDCS; TMS) paired with behavioral studies. This is a tenure-track university year appointment. The expected start date is September 1, 2018. Successful candidates must have a Ph.D. in a relevant discipline (Psychology or Neuroscience) by the time the position starts, and a commitment to undergraduate and graduate teaching. New faculty hired at the Assistant Professor level will be expected to establish an independent research program. More senior applicants should have a well-established, externally-funded research program with an excellent international reputation. Please submit a letter of intent, curriculum vitae, a statement of current and future research plans, a statement of teaching philosophy and experience, and evidence of teaching excellence (if available). The University of Michigan and the Department of Psychology value contributions to diversity, equity, and inclusion (<https://diversity.umich.edu/>). We encourage applicants to comment (in a separate statement or in the cover letter) about how their research, teaching, and/or service in the past, present, and/or future could contribute to these values. Applicants should also request at least three letters of recommendation from referees. Once the application is submitted, an email will be sent to each of the referees with instructions for submitting letters directly to the application system by September 15, 2017. All other application materials noted above should be uploaded to <https://psychology-lsa.applicantstack.com/x/apply/a2s9hqlgv7f0> by September 15, 2017 as a single PDF. For inquiries about the position please contact Ethan Kross (ekross@umich.edu). The University of Michigan is an equal opportunity/affirmative action employer. Qualified women and minority candidates are encouraged to apply. The University is supportive of the needs of dual-career couples.

NEW HAMPSHIRE



University of New Hampshire

Assistant Professor of Cognitive Psychology

The Department of Psychology at the University of New Hampshire invites applications for a tenure-track position at the Assistant Professor level to begin Fall 2018 in the area of cognitive psychology. We seek candidates who study humans with a research specialization in decision-making, cognitive control, learning, and/or memory; a strong quantitative background is highly desirable.

Applicant's research interests should complement current faculty in Brain, Behavior, and Cognition. History of or strong potential for external funding is desirable. Requirements: Ph.D. in psychology or equivalent Doctoral degree in a related area; strong record of research and teaching. The successful applicant will teach courses in cognitive psychology and area of specialization; teach a course in Introductory Psychology, Statistics, or Research Methods; supervise and advise Doctoral and undergraduate student research. The standard teaching load is two courses per semester. Applicants should show a commitment to sustain and advance the goals of the institution's diversity of students, faculty, and staff.

Review of applications begins October 2, 2017 and will continue until the position is filled. Upload cover letter, curriculum vitae, statement describing research and teaching interests, reprints, teaching evaluations. Minimum of three confidential letters of recommendation should be uploaded by your referees. Once your application is complete and submitted, your list of references will be notified to submit letters via the jobs.usnh.edu portal. Questions may be sent via email to Search Chair David B. Pillemer (david.pillemer@unh.edu).

The University of New Hampshire is a major research institution, providing comprehensive, high-quality undergraduate programs and graduate programs of distinction. UNH is located in Durham, population of 14,500, on a 188-acre campus, 65 miles north of Boston/Cambridge, 70 miles south of the White Mountain National Forest, and 15 miles from the Atlantic coast. The university has an enrollment of 15,000 students representing 70 countries, a full-time faculty of over 900, and offers more than 200 undergraduate and graduate degree programs. The Department offers B.A. and Ph.D. degrees in psychology and hosts an inter-college B.S. major in neuroscience and behavior.

The University seeks excellence through diversity among its administrators, faculty, staff, and students; applicants are expected to sustain and advance these goals. The University prohibits discrimination on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status. Application by members of all underrepresented groups is encouraged. Hiring is contingent upon eligibility to work in the U.S.A.



University of New Hampshire

Assistant Professor of Social Psychology

The Department of Psychology at the University of New Hampshire invites applications for a tenure-track position at the Assistant Professor level to begin Fall 2018 in the area of social psychology. Area of specialization within social is open; however the Department is particularly interested in individuals with a strong background in statistics with specialties in areas such as structural equation modeling and/or multilevel modeling, as well as expertise in innovative methodologies who can teach graduate-level multivariate statistics.

Applicant's research interests should complement current faculty in Social/Personality. History of or strong potential for external funding is desirable. Requirements: Ph.D. in psychology and strong record of research and teaching. The successful applicant will teach multivariate statistics, courses in their area of specialization, and a course in Introductory Psychology, Statistics, or Research Methods; supervise Doctoral and undergraduate student research; and advise undergraduate and Doctoral students. Our standard teaching load is two courses per semester. Applicants should show a commitment to sustain and advance the goals of the institution's diversity of students, faculty, and staff.

Review of applications begins September 15, 2017 and will continue until the position is filled. Upload cover letter, curriculum vitae, statement describing research and teaching interests, reprints, and teaching evaluations. Three confidential letters of recommendation should be uploaded by your referees. Once your application is complete and submitted, your list of references will be notified to submit letters via the jobs.usnh.edu portal. Questions may be sent via email to Search Chair Ellen Cohn (ellen.cohn@unh.edu).

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PENNSYLVANIA

Villanova University Psychological & Brain Sciences Tenure-Track Position (Assistant Professor in Developmental Psychology)

The Department of Psychological & Brain Sciences of Villanova University invites applications for a Tenure Track Position (Assistant Professor), starting late August 2018, in Developmental Psychology, with an emphasis on some aspect of cognitive development preferred. Candidates should have a strong publication record, the ability to generate a high-quality research program, and a commitment to teaching in both undergraduate and graduate (MS) programs. Responsibilities include direction of master's theses in our rigorous, research-oriented program, and teaching developmental psychology, general psychology or other courses depending on one's interests and the fit with departmental needs. For more information, see <http://www.villanova.edu/artsi/psychology>. Applications must be submitted at <https://jobs.villanova.edu/> and must include a cover letter, vita, three letters of reference and other supporting documents as detailed at the application website. Review of applications will begin on September 25, 2017, and will continue until the position is filled. The search committee can be contacted by email at rebecca.brand@villanova.edu. Villanova University is a Roman Catholic University sponsored by the Augustinian Order. Diversity and inclusion have been and will continue to be an integral component of Villanova University's mission. The University is an Equal Opportunity/Affirmative Action employer and seeks candidates who understand, respect, and can contribute to the University's mission and values.

WISCONSIN

Lawrence University Neuroscience Assistant Professor (Psychology) in Animal Neuroscience

Lawrence University, a 1500-student select liberal arts college in northeast Wisconsin with a conservatory of music, invites applications for a tenure-track Assistant Professor position beginning September 2018. Teaching responsibilities include basic and intermediate neuroscience courses (e.g., Behavioral Neuroscience; Psychopharmacology); advanced courses in the candidate's area(s) of expertise; Introductory Psychology; and teaching in Lawrence's flagship Freshman Studies program. Ph.D. required. Faculty at Lawrence are expected to engage in ongoing programs of scholarly activity. The successful candidate will engage in research in some area of animal neuroscience. The Psychology Department has extensive research facilities, including spacious labs for animal studies, and offers competitive start-up and grant writing support to help develop a sustainable research program. We encourage applications from individuals who will help us create a more inclusive Lawrence by: 1) further diversifying the faculty; and/or 2) demonstrating experience with successful diversity-related initiatives, creative activity or research; and 3) showing interest in developing inclusive pedagogies to address the needs of a diverse student body. Lawrence University is an Equal Opportunity Employer and encourages applications from women and individuals of diverse backgrounds. See https://lawrencecareers.silkroad.com/lawrenceuniversity/About_Us.html for more information about Lawrence and its surrounding community, including the New North Regional Guide which lists resources that promote diversity in the community. Send a letter of application; vita; statement of scholarly work; a copy of selected publications; evidence of teaching effectiveness; a statement on experience related to addressing issues of diversity and inclusion in the academic setting and ways that you could contribute to these efforts at Lawrence; and arrange to have three letters of recommendation sent to: <https://lawrencecareers.silkroad.com/lawrenceuniversity/EmploymentListings.html> -by October 1, 2017. Questions may be addressed via email to the psychology department chair, Beth Haines, beth.a.haines@lawrence.edu.



Stream of Awards Reflects the Transformation of Boston College Psychology Department



**BOSTON
COLLEGE**

ASSOCIATION FOR PSYCHOLOGICAL SCIENCE

JANET TAYLOR SPENCE AWARD FOR
TRANSFORMATIVE EARLY CAREER
CONTRIBUTIONS

Elizabeth Kensinger 2010
Liane Young 2017

APS RISING STARS

Maureen Ritchey 2015
Katherine McAuliffe 2016
Jaclyn Ford 2016 (post-doctoral fellow with
Elizabeth Kensinger)

AMERICAN PSYCHOLOGICAL FOUNDATION

E.J. MCGUIGAN EARLY CAREER INVESTIGATOR
Elizabeth Kensinger 2010

COGNITIVE NEUROSCIENCE SOCIETY

YOUNG INVESTIGATOR AWARD
Elizabeth Kensinger 2011

FOUNDATION FOR PERSONALITY AND SOCIAL PSYCHOLOGY

SAGE YOUNG SCHOLAR AWARD
Liane Young 2017

PAVLOVIAN SOCIETY

PAVLOVIAN RESEARCH AWARD
Gorica Petrovich 2012

ALFRED P. SLOAN FOUNDATION

SLOAN RESEARCH FELLOW
Sara Cordes 2010
Liane Young 2012

SOCIETY FOR PHILOSOPHY AND PSYCHOLOGY

STANTON PRIZE
Liane Young 2016

SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT

EARLY CAREER AWARD
Katherine McAuliffe 2017

SOCIETY FOR THE STUDY OF INGESTIVE BEHAVIOR

ALAN N. EPSTEIN RESEARCH AWARD
Gorica Petrovich 2012

ANNOUNCEMENTS

Send items to apsobserver@psychologicalscience.org

GRANTS

NIH Postdoctoral Research Fellowship Opportunity

The University of Vermont's Center on Behavior and Health announces NIH postdoctoral research fellowship opportunities in its center of excellence for the study of substance abuse. Applicants must have completed their training in psychology, behavior analysis, cognitive neuroscience, or a related discipline and be US citizens or permanent residents. Trainees are selected on the basis of scholastic record and commitment to a career in substance abuse research. Individuals must be highly motivated and possess initiative and a desire to learn and expand their interests and expertise. The appointment last for 2–3 years. Benefits include a stipend, medical insurance coverage, and travel funds supported by NIH Institutional Training Awards. For more information, visit www.med.uvm.edu/behaviorandhealth/careeropportunities.

NIH Announces Funding Opportunities

NIH's Office of Behavioral and Social Science Research (OBSSR), in conjunction with several other NIH institutes, is looking to support efforts to conduct intensive longitudinal analysis of health behaviors, with a focus on leveraging new technologies to understand health behaviors. OBSSR aims to establish a network of 5 separate projects, and 1 research coordinating center, "to collaboratively study factors that influence key health behaviors in the dynamic environment of individuals, using intensive longitudinal data collection and analytic methods." Another set of opportunities of potential interest: NIH's National Institute of Child Health and Human Development (NICHD) has invited researchers to examine the impact of human–animal interaction on typical and atypical child development and health, evaluation of animal-assisted intervention for children and adults with disabilities, and effects of animals on public health. Researchers can apply for research project grants, small grants, or exploratory/developmental grants in this area. For more information, visit <https://grants.nih.gov/grants/guide/listserv.htm>.

AWP Announces Second Annual SPECTRUM LGBTQ+ Award

The Association for Women in Psychology encourages submissions of theoretical and empirical manuscripts that address the psychology gender and sexual minorities, including those who identify as lesbian, gay, bisexual, transgender, and queer for its second annual SPECTRUM LGBTQ+ Award. Manuscripts focusing on any topic relevant to the psychology of gender and sexual minorities are invited. The deadline to apply is August 15, 2017. The award winner will receive a \$250 honorarium and their conference registration fee will be waived in order to present at the 2018 Annual Association for Women in Psychology conference. For more information, visit www.awpsych.org/gender_and_sexual_minority_man.php.

NIH Seeks Scientists to Study Tobacco-Product Use

A cross-institute initiative from the National Institutes of Health (NIH) specifically seeks scientists who study behavior regarding the knowledge, attitudes, and behaviors related to tobacco-product use and changes in tobacco product characteristics. Priorities include changes in tobacco product characteristics (such as flavors, product design, packaging) and their impact on tobacco-use behaviors including experimentation, initiation, transition to non-flavored products, and cessation; innovative methods and measures to assess tobacco use behaviors and their likely impact of novel and/or potential modified risk tobacco products on tobacco behavior, including perceptions, susceptibility, experimentation, adoption, switching, and use (including dual use); and predictive measures for future behaviors of non-cigarette tobacco product use, including current and established users of cigars, waterpipes, and e-cigarettes. NIH has posted opportunities for research project grants (R01s), small grants for new investigators (R03s), and exploratory/developmental research grants (R21s). The first due date for is August 17, 2017. For more information, visit grants.nih.gov/grants/guide/rfa-files.

MEETINGS

10th Biennial Meeting of the Society for the Study of Human Development

October 6–8, 2017

Providence, Rhode Island, USA

support.sshdonline.org/conference-links

58th Annual Meeting of the Psychonomic Society

November 9–12, 2017

Vancouver, Canada

psychonomic.org/page/2017annualmeeting

2018 Anxiety and Depression Conference

April 5–8, 2018

Washington, D.C., USA

adaa.org/resources-professionals/conference/registration

2018 Cognitive Aging Conference

May 3–6, 2018

Atlanta, Georgia, USA

cac.gatech.edu

30th APS Annual Convention

May 24–27, 2018

San Francisco, California, USA

www.psychologicalscience.org/convention

3rd International Convention of Psychological Science

7–9 March, 2019

Paris, France

icps.psychologicalscience.org

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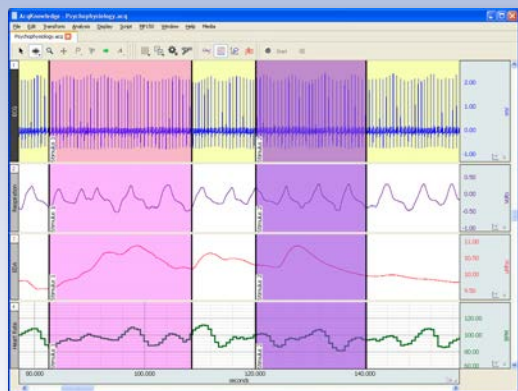


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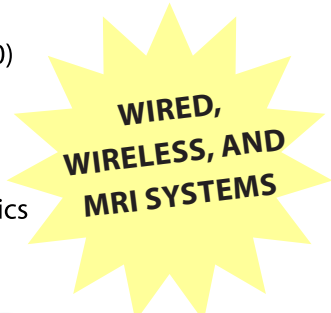


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