

## A Note From the Chair

by Dan P. McAdams

**H**ello everybody! I am delighted once again to bring you happy greetings from the Psychology Department at Northwestern University. Every year I use this column as an opportunity to sing the praises of our fabulous faculty, staff, and students. Last year, I even bragged about a couple of my own achievements, figuring that if you did not hear about them from me you would surely never know. I will do more of the same this year, though I will keep myself out of it. Let me say at the outset, however, that the major theme in the Psychology Department for the past year – and going forward – is transition. We experienced a number of changes this past year, and there are more to come on the horizon.

Some changes are good but some bring sadness, too, and the latter come to my mind first. We knew it would probably happen sooner or later, but we still were not ready to lose our Karl Rosengren and Sarah Mangelsdorf to the University of Wisconsin. Sarah has served as the Dean of the Weinberg College of Arts and Sciences for the past six years. She has also held an appointment in Psychology, managing to mentor one graduate student and occasionally attend departmental events. She has been a great Dean for the college and a wonderful friend of the Department. Her husband, Karl Rosengren, has been the best colleague you can imagine. Karl ran one of the most active labs in the department, taught courses on Cognitive Development and related topics, and served as the Director of Undergraduate Studies. He was also my great tennis partner on Tuesday nights. I promised to keep myself out of it, but I couldn't help mentioning that. Anyway, Sarah accepted the Provost position at the University of Wisconsin and she will essentially run the entire academic operation there. Karl took a position in their outstanding Psychology Department. We will miss them dearly.

We will also miss Jutta Joormann who, as you may remember, just joined our intellectual community a year or so ago, as a new Professor in Clinical Psychology. Shortly after she set her lab up here at NU, Yale made Jutta and her husband, Matthias Siemer, an offer they could not refuse, stealing her away from us just as we had stolen her from the University of Miami. What goes around



comes around, I guess, but it was a bitter pill to swallow. Add to that the fact that two of our wonderful staff members in the front office recently left – Maria Candelario and Emily O'Neill – and, well, I am getting really depressed right now telling you about all these changes.

So, let's cheer up and look at the positive side of transition. We are very happy to welcome Professor Mary Gerend to our community. Mary is a top scholar in the social psychology of health. She comes to us from Florida State University, along with her husband Jon Maner, who is also an eminent social psychologist and was recently hired by the Kellogg School of Management. Mary's appointment at NU will be divided between the Feinberg School of Medicine and the Psychology Department.

Mary Gerend adds to our newfound strength in health psychology. In that same vein, I am happy to report that our new doctoral program in Personality and Health accepted its first new Ph.D. student this past fall. Dan Mroczek is the head of the Personality and Health program. Other core faculty members in the area include Edith Chen, Greg Miller, Bill Revelle, and myself.

The faculty in the Department garnered their fair share of awards and accolades this past year. For example, Alice Eagly won the Leadership Legacy Lifetime Achievement Award from the International Leadership Association. Ben Gorvine won the 2013-14 Weinberg College Alumni Teaching Award, which is the top teaching honor given out by the college. Ben is one of the most beloved

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## ABOUT PSYCHWATCH

PsychWatch is a newsletter for alumni, faculty, and friends of the Department of Psychology at Northwestern University. The graphics in the masthead of the newsletter are details from the lights in the Swift Hall entry, a distinctive architectural feature of our historic building. Your comments are always welcome. Please contact us either by mail, at PsychWatch, Department of Psychology, Northwestern University, 2029 Sheridan Road, Evanston, IL 60208; or e-mail at: [psychology@northwestern.edu](mailto:psychology@northwestern.edu).

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## Distinguished Faculty Profile: Paul Reber

**D**r. Paul Reber has been a Psychology faculty member at Northwestern University since 1998 and is currently Director of the Brain, Behavior and Cognition (BBC) graduate program area. Paul studies the learning and memory systems of the brain, and teaches both graduate and undergraduate courses in BBC and cognitive psychology.

His work follows something of a family tradition. Paul's father, Arthur Reber, was also a Psychology professor who is now currently emeritus at the University of British Columbia after a long career at Brooklyn College. In 1967, Arthur Reber published a paper that coined the phrase "implicit learning," referring to learning that was unconsciously done, coincidentally the same year that Paul was born. While aware of his father's work growing up, Paul's own interests focused initially in computer science, yet strangely enough, his academic career path led him back to cognitive psychology and the study of learning and memory.

In the 1980s, computers were new and exciting and the very first "microcomputers" became available at home. Like many other young science fiction fans, Paul was sure this development heralded the imminent arrival of thinking robots. He went off to the University of Pennsylvania to study Computer Science in support of his interest in artificial intelligence. This interest was eventually tempered when he realized that the field focused on making computers faster rather than attempting to answer the more difficult question of what the "intelligence" part really means. After graduating and a year of computer programming while researching graduate schools, a faculty member at Penn advised Paul to consider cognitive science graduate programs. A new field at the time, cognitive science combined computational approaches with key ideas from psychology and philosophy that seemed to be essential to the broader question of intelligence. In 1989, he enrolled in a Ph.D. program in cognitive psychology at Carnegie Mellon University.

In graduate school, Paul followed a strong CMU tradition of studying problem solving processes via algorithmic approaches that looked a lot like programming. With mentorship from Ken Kotovsky and Herb Simon, Paul examined problem solving using a particularly challenging puzzle Herb had brought back from China and dubbed the "Chinese Ring Puzzle." The puzzle was hard and although participants got better with practice, they notably had a great deal of difficulty describing what they learned from prior solutions. Paul recognized this as related to his father's research in implicit learning and suggested that knowledge of how to solve the puzzle was stored outside awareness. At the same time, advances in cognitive neuropsychology research were accumulating evidence that

memory with and without awareness depended on different parts of the brain. If human intelligence was to be a model for artificial intelligence, Paul realized that he would need to learn something about how the "hardware" worked. He sought out a post-doctoral position with Larry Squire at UCSD, a pre-eminent neuroscientist working on memory systems of the human brain.

As a post-doctoral fellow in the Squire lab, Paul was trained in systems neuroscience and spent a great deal of time interacting with clinical patients with memory disorders. As someone who considered himself still a "hacker," it was somewhat strange to Paul to find himself employed in a Psychiatry department in a VA Hospital. It turned out to be a fortuitous place to work when rapid developments in techniques for functional neuroimaging took place, creating a demand for a neuroscientist with programming background in the Radiology department. Paul spent the last two of his five years at UCSD working primarily in brain imaging, carrying out research on memory systems with fMRI.

In 1998, Paul found his way to us here at Northwestern, where he encountered resources ideal for pursuing his research goals and expanding his interests. His lab is currently funded by three research grants based on memory systems research, all with implicit learning as an important theme.

The first grant, from the Office of Naval Research, funds a collaborative project that Paul is working on with NU Psychology Professors Ken Paller and Mark Beeman that is aimed at understanding intuition in decision making. Our daily interactions with intuition reflect ideas that pop to mind or give us a hunch from seemingly out of nowhere. They appear to indicate something interesting about cognition occurring outside of awareness. Since implicit learning is the process of acquiring information that remains outside of awareness, this project will examine the neurocognitive basis of how implicitly learned information affects decision making. The long-term applied goal is to improve training of Marine and Naval personnel by increasing their effective use of intuition. Training intuition is a challenging process. Memory systems research shows that people frequently ignore their intuitions, especially when they are first learning. This happens due to the neural structure of implicit and explicit memory, which are in separate brain systems that do not always work together. When we identify how to overcome this problem, we will be able to accelerate the process of going from novice to expert via new training approaches.



The second grant is from the National Science Foundation and applies implicit learning phenomena to cyber security. A common "weakness" in online systems based on passwords is that people can compromise their own security by giving away their password. This is commonly described as a "phishing" attack, but is also known in the cybersecurity world by the darker term, "rubber hose cryptographic attack," which implies that a password can be extracted from an individual by

figuratively beating them with a rubber hose. One solution to this problem is to learn your password implicitly so that you can perform it, but can never report it explicitly to another person even if you wished to. Paul, together with colleagues at Stanford University and SRI, developed an implicit learning approach to passwords that is working in principle. While not quite ready for practical use, the idea has drawn enough interest to be featured in cybersecurity documentaries by the BBC and Discovery channel, featuring Paul's student Danny Sanchez who just recently completed his Ph.D.

A third grant reflects an ongoing theme in the lab of continuing clinical research with patients from the Neurology departments at Feinberg School of Medicine. Paul has had long-running collaborations with both the Alzheimer's Disease Research Center and the Movement Disorders Clinic. The current grant will study medication cycle effects in implicit learning in patients with Parkinson's disease. Unlike patients with explicit memory disorders (such as Alzheimer's disease), Parkinson's patients are markedly impaired at implicit learning due to their dysfunctional dopaminergic system. However, an ongoing question is why this kind of learning is not restored by dopaminergic medication therapy. This project aims to identify both the neurochemical basis of implicit learning and provide insight into the cognitive consequences of Parkinson's disease neuropathy.

One of Paul's greatest challenges today is finding a balance among teaching, conducting research, and spending time with his family. With a relatively large family (by academic research standards) of four children, Paul reports occasionally being sought out as a mentor for students looking for advice on work/family balance early in their careers. While there are no easy solutions, his advice is to work collaboratively with good people in an area in which you have something unique to offer (a tool, key idea, or broad approach). His oldest daughter, Annie, is a senior at Northwestern, doing her best to avoid the family tradition by not studying Psychology. His son Jacob is a freshman at the University of British Columbia. Sam (11) and Rose (8) are in middle and elementary schools here in Evanston.

## New Faculty Profile: Mary Gerend

This year the Psychology Department has the pleasure of welcoming Dr. Mary Gerend to our faculty! This year Gerend will be teaching Social Psychology and Health, a Special Topics seminar for undergraduate students.

Born in the small town of Marshfield, Wisconsin, Gerend is originally from the midwest but has spent the last decade far from home. She received her Ph.D. in Social Psychology from Arizona State University in 2003, and has most recently been teaching and conducting research as an Associate Professor in the Department of Medical Humanities and Social Sciences at the Florida State University College of Medicine. Gerend feels that with her appointment at Northwestern she is “coming home” to the midwest.

Dr. Gerend’s appointment with the University will be a joint appointment- a three-quarter appointment as an Associate Professor in the Department of Medical Social Sciences of the Feinberg School of Medicine, and a one-quarter appointment in the Psychology Department here at the Weinberg College of Arts and Sciences. Gerend’s research interests include health psychology, cancer prevention, and health messaging, so her position within the university is ideal for promoting her interests and research. As this is Gerend’s first joint appointment, she is unsure at this early stage what rewards and challenges her new position will bring her, but Gerend is delighted that part of her appointment is with the Psychology Department. “Those are my

roots,” she says. “I am a social scientist.”

Gerend’s research aims to identify what factors influence an individual’s decision-making regarding their health. She seeks to answer the question of why some individuals are motivated to take care of their health and well-being while others engage in risky health behavior. Health messaging, one of the factors that can have a significant influence on health decisions, is one of the factors that she closely examines. For example, when speaking with a patient about maintaining a physically active lifestyle, is it most advantageous to emphasize the benefits of physical activity, or is an individual more motivated by the potential negative consequences of inactivity? The manner in which the message is delivered can have an incredible impact on decision outcomes.

With funding from the National Cancer Institute, Gerend is currently studying cancer prevention through vaccination, and how health messaging may affect an individual’s decision to vaccinate and protect themselves against cancer. When asked which type of message is most effective, Gerend replied, “Oh, I wish it was simple,” while discussing her research findings. Subtle differences in health messaging can have a huge influence on individual decisions, but there are a lot of factors that contribute to how much of an influence messaging can have. Ultimately, Gerend’s hope is that her research will have a positive impact on people, encouraging them to take care of themselves and protect themselves against diseases like cancer.



Enthusiastic and motivated by her move to Northwestern, Gerend is looking forward to the future. With the opportunity to collaborate with faculty from both Weinberg and Feinberg, she is most excited about the ways in which her research will grow and expand, and the opportunity to share her passion for health psychology with her students. Gerend has high expectations for her time here at Northwestern, and is looking forward to witnessing the successes of both her students and research.

### A Note From the Chair continued from page 1

and respected instructors in the university. He teaches Research Methods and Statistics in our Department, along with specialized seminars on such topics as bullying. Ben also serves as Assistant Chair in the Department.

Another one of our stellar teachers is Renee Engeln. In recognition of her unparalleled teaching record, her service to the university, and her thriving research program, Renee was promoted this past year to Professor of Instruction, the top rank for teaching track faculty. She also achieved stardom on the Ted Talk circuit, where she delivered a lecture on the psychology of body image.

Continuing with the theme of transition, Sara Broaders has taken over as Director of Undergraduate Studies (DUS), now that Karl Rosengren is gone. For Director of Graduate Studies (DGS), Sue Hespos has

passed the baton to David Uttal. Sue has served admirably in the role for the past three years, bringing a new level of authority to the position. Sue does not suffer fools gladly. She is known in the Graduate School as the “Kick-Ass DGS.”

Recently the Department has launched two faculty searches, both in Clinical Psychology. We are looking for a new assistant professor and for a mid-career scientist in Clinical. We will also be developing a new strategic plan for the Department, as part of the regular program review process at Northwestern. We will be thinking long and hard about who we want to be as a Department, say, 10 years from now, and beyond.

Please visit our redesigned Psychology Department website. Send us an email. Make a visit in person. Keep in touch. We

are eager to include news from our alumni in future editions of Psychwatch. And should you fancy to offer other forms of support, we would love to hear about that, too. Great universities like Northwestern, and great academic units like our Psychology Department, depend on the generosity of alums and other benefactors. The Department continues to search for new ways to enhance our research enterprise and improve our educational mission. If you feel that you can help us in this regard, let us know.

Wishing you the best,

Dan P. McAdams

A handwritten signature in dark ink that reads "Dan P. McAdams". The signature is written in a cursive, flowing style.



## Distinguished Faculty Profile: Benjamin Gorvine

For the 2013-2014 school year, Benjamin Gorvine was awarded both the Award for Excellence in Teaching by the Northwestern University Undergraduate Psychology Association and the Weinberg College of Arts and Sciences Alumni Teaching Award. It's no surprise why Gorvine is so highly esteemed as an educator if you know anything about him.

Gorvine's inspiration for teaching and mentoring has come from a few different sources. His father, first and foremost, was an excellent teacher of history for four decades at a small, Jewish private school. Gorvine once was a student in one of his father's classes, which he admits was a little weird, but today his father is undeniably one of his greatest role models when it comes to teaching and mentoring. Gorvine also had an excellent undergraduate experience at Earlham College in Indiana, and attributes his teaching philosophy to the small, liberal arts teaching model he experienced there.

His interest in psychology began with his professors at Earlham. He says that he was inspired by their effectiveness, which might tell you something about what he himself values in an educator. Gorvine was also drawn to the battle for the "soul" of psychology; Is it an art form? A philosophy? Can it be subject to scientific principles? The young Gorvine was fascinated by social sciences and the challenge of applying a scientific model to content that hadn't historically been seen as within the domain of science. Ultimately, Gorvine received his Ph.D. in developmental and clinical psychology from the University of Michigan, Ann Arbor. His early research focused on the relationships between fathers and their children, with an emphasis on how father figures affect their children's social development.

Though still interested in researching fathers and their effect on child development, Gorvine has taken advantage of his position at Northwestern in recent years to shift his research focus to pedagogy. As a professor of Research Methods and Statistics which are required courses for many students, he and fellow faculty member David Smith have been studying the effectiveness of different teaching techniques, particularly for Statistical Methods for Psychology, a course that students can be particularly unenthused about.

Their goal is a challenging one- to get students excited about, or at least more interested in, statistics. In the last few years, Gorvine has studied how collaboration and use of technology in the classroom can make a course more engaging, less anxiety provoking, and more



valuable for students. Gorvine has found evidence that clickers, personal response systems that beam student responses to the professor, are effective for getting students to engage more in the course and helping faculty to assess how well their students are absorbing the material. Teamwork, they've found, also helps students to engage more in class and is also modestly associated with better grades. The overall usefulness of teamwork, however, seems to be related to how comfortable or enthusiastic a student is about working in teams. In future research, Gorvine and Smith will continue looking at the role of technology and collaboration in the classroom, attempting to pinpoint specific factors that augment or diminish the effectiveness of group work and clickers.

Gorvine most clearly sees the importance of his work in his Research Methods students. They often return and say that later in their academic career they truly perceived the value of having taken the course. Whether in psychology or other fields, students eventually recognize and are grateful for having such a solid background in methods of research.

Gorvine's favorite part of being a teacher is getting to know his students personally. Over the course of four years, he says, undergraduates change considerably, growing into their own identities and discovering who they are. He understands the importance of the role he has in the lives and education of his students, and is often inspired by them. "It's humbling to teach students who are smarter than I am," he says, recalling the experience of instructing students with notably prodigious minds.

Gorvine values his position at Northwestern for its diversity. He most enjoys his role as Senior Lecturer, but also appreciates his other responsibilities on campus. He is a "Faculty Fellow" with the residential college which allows him to mentor students living on campus, and he is also responsible for administrative duties as Department Assistant Chair. Though the Department Chair occasionally changes, Gorvine has been Assistant Chair since 2009, providing continuity to the department and giving him a unique opportunity to be able to implement and measure the effectiveness of changes to the department over time, observe the department as a whole, and see how it has grown. Gorvine is also a Freshman Advisor to about 15 students each quarter, allowing him to get to know students more personally. "I believe in the education of the whole person," he says, and you can see that in every facet of his work for the department.

In his spare time, Gorvine enjoys running and reading, though being a dad soaks up a lot of his time. He also uses teaching as an excuse to watch a lot of TV shows like Breaking Bad or Orange Is the New Black, claiming that without being able to make pop culture references, he will be unable to engage his students in class.

## GRADUATE STUDENT PROFILE: KEVIN HSU/CLINICAL

After growing up in the suburbs of Dallas, Texas, Kevin attended Northwestern University and experienced the exact opposite weather. As an undergraduate, Kevin double majored in psychology and biology, with a concentration in genetics and molecular biology. While he was initially interested in biology research, he took psychology classes and became involved in psychology research working primarily with Michael Bailey, who had done work in behavior genetics.

Kevin's first experience with psychology research was as an integral part of a study on the sexual arousal patterns of bisexual men. Contrary to previous evidence that bisexual men are genetically



aroused only by men despite their identifying as bisexual, his lab found evidence that some bisexual men are genetically aroused by both men and women. With a newfound interest in the relation between sexual orientation

and sexual arousal, Kevin pursued research in other areas of sexuality. For his honors thesis, he examined the sexual arousal patterns of heterosexual male cross-dressers, who were just as eager to learn about themselves because their sexuality is so poorly understood. Because he enjoyed and thrived in his research opportunities at Northwestern so much, Kevin stayed to pursue his Ph.D. in clinical psychology.

Although he has a wide range of research interests in sexuality, Kevin is currently interested in the phenomena of erotic target location errors (ETLEs). ETLEs occur when an individual's attraction to an erotic target (e.g., women) becomes mislocated in a peripheral part of that target (e.g., women's feet) or even in the individual himself. Thus, heterosexual men with an ETLE, who are otherwise sexually attracted to women, can develop the attraction to the idea of themselves as women, which often leads them to cross-dress. Having studied this population of individuals with an ETLE, Kevin is now researching the extent to which ETLEs exist in pedophiles and individuals who dress in costumes resembling anthropomorphic animals, colloquially known as furies. In these two populations, ETLEs would manifest as arousal to the idea of being children and anthropomorphic animals, respectively.

In his time away from research and clinical work, Kevin loves to write and play the guitar. He is looking forward to performing in a rock band soon, singing and playing original music. He also enjoys traveling and has studied abroad in Mexico and Japan. After graduating, Kevin plans to find an academic position so that he can continue to do research and teach.

## Noteworthy Lab Feature: Affective & Clinical Neuroscience Lab

The Affective & Clinical Neuroscience Lab at Northwestern University is led by faculty member Robin Nusslock, who joined the Psychology Department in 2010. The lab studies the mechanisms by which the brain generates emotion, and then uses that knowledge to inform our understanding of the biological basis of emotional disorders such as depression, anxiety and bipolar disorder.

The Affective & Clinical Neuroscience Lab is highly collaborative, and needs to be. A firm believer in multilevel analysis, Nusslock employs a multi-modal approach to his research, using neuro-imaging and neurophysiological and psychosocial indices, and seeks to do the best research possible through collaboration. On the Evanston Campus, they work in partnership with the laboratories of Professors Miller and Zinbarg. Off campus, the Nusslock lab shares a grant with Lauren Alloy at Temple University and with Michelle Craske at UCLA.

The lab has recently been studying the dysregulation of positive emotion in depression, anxiety and bipolar disorder. Scrutinizing the fronto-striatal neurocircuit that underlies the experience of reward and positive emotion, Nusslock and his lab members have recognized this circuit as a valuable tool for identifying vulnerability to particular psychiatric disorders. The fronto-striatal neurocircuit involves the transmission of dopamine, a chemical that facilitates “approach” or “reward behavior.” When you desire something in the world, whether it’s food, a job, another person, or a life goal, you have a somatic urge to approach it because of the dopamine released into your body. With the increase of dopamine, the body is moved to approach the object of desire.

This reward neurocircuit malfunctions in many psychiatric disorders, though in different ways. In depression, the reward neurocircuit is blunted- an individual suffering from

depression does not have enough dopamine in their system to facilitate the reward-related emotions or behaviors necessary to go out and pursue the world. In mania, on the other hand, you see an overabundance of reward related emotion, causing an excessive amount of approach-related motivation. In addition the circuit is completely hijacked- the rewarding brain couples itself to a particular stimulus (drugs, alcohol, etc.) in such a way that an excess of reward and positive emotion is experienced.

Before Nusslock was a scientist, he was a philosopher. Having a deep-seated interest in the nature of the human mind, emotion, and consciousness from an early age, Nusslock tried to answer his questions about the mysteries of the mind from a philosophical perspective. Disillusioned by a purely philosophical method of inquiry, he began working in an affective neuroscience laboratory at the University of Wisconsin, Madison, as a sophomore in college. His experience was transformative, and he knew in a moment that he wanted to use modern technology and the mechanisms of science to answer his questions about the nature of the human mind.

Now Nusslock is able to take his passion and pass it along to his lab members and students. Above all he values education and promoting the value of scientific investigation. “Teaching for me is a unique opportunity to present a model that’s less about content and more about process. How do you really look at the world? What are the heuristics and filters through which you look at the world?” What is most meaningful to Nusslock is that he is in a position to be able to promote the importance of the scientific method to his students and encourage them to look at and promote their own well-being from a scientific perspective.

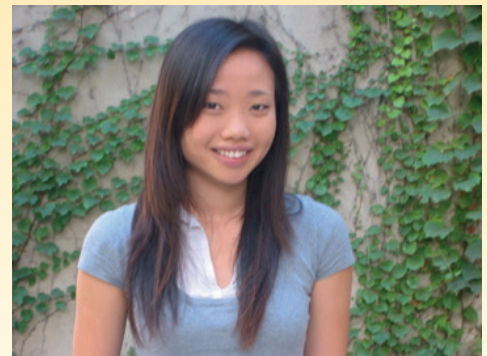


The Affective & Clinical Neuroscience Lab

### GRADUATE STUDENT PROFILE: ELAINE CHEUNG/SOCIAL

Elaine Cheung is a 5th year graduate student in the social psychology program. Elaine grew up in the suburbs of Markham, Ontario in Canada. She received her B.S. in human development from Cornell University in 2009 and came to work with Wendi Gardner in the fall of 2010 after spending one year serving as a lab manager at Cornell. She completed her M.S. in 2012 and anticipates finishing her Ph.D. in the spring of 2015.

Elaine’s research primarily focuses on the social regulation of emotion and the processes through which people maintain sufficient levels of belonging. She has explored these topics with her adviser Wendi Gardner. In one line of research, they investigated whether it is better to have a few deep relationships with whom one can reveal everything, or to have a more diverse relationship portfolio in which different individuals serve distinct emotion-regulation needs. In this research, they found that diversifying one’s emotion-regulation needs across multiple specialized relationships (e.g., turning to your sister to cheer you up when you’re sad or turning to your romantic



partner to calm you down when you’re anxious) seemed to benefit personal well-being. People tend to hold the belief that concentrating a wide range of emotional needs on a romantic partner will benefit relationship well-being, and as such, are especially likely to concentrate their emotional needs on their partner when their relationship security is threatened.

In another line of research, they investigated the strategies people use to reconnect with their social world after experiencing social exclusion. In this research, they found evidence suggesting that excluded individuals will exhibit greater responsiveness to the emotions of others. Specifically, excluded individuals will be more likely to mimic the facial expressions of others, and this enhanced facial mimicry seems to facilitate reconnection by fostering social rapport. Furthermore, they have found that social exclusion seems to promote more complex and tailored responding, beyond simply mimicking the emotional expressions of others. Excluded individuals tend to exhibit greater flexibility in their emotional responding to others, being more likely to tailor their regulation attempts to what seems to work best for their interaction partners.

In her spare time, Elaine enjoys reading, bowling, exploring Chicago, and playing shuffleboard. After graduating, Elaine plans to pursue a career in academia, allowing her to focus on both research and teaching.



## Ph.D. Recipients 2013-2014

### MAUREEN CRAIG

(Jennifer Richeson- Adviser)

"Cross Category Coalitions: Reducing Bias Across Identity Dimensions in Intra-Minority Intergroup Relations"

### CAITLIN DUFFY

(Eli Finkel & Wendi Gardner- Advisers)

"Why Self-Concept Confusion Erodes Well-Being: The Role of Self-Presentational and Social Processes"

### XIAOQING HU

(J.P. Rosenfeld- Adviser)

"Voluntary Memory Control in Concealed Memory Detection"

### PRIYA KAMAT

(Wendi Gardner- Adviser)

"Who I Might Have Become: How the Clarity of Unfulfilled Identities Influences Psychological Well-Being and Functioning"

### SASHA SHERMAN

(Satoru Suzuki- Adviser)

"Auditory Rhythms Influence Three Distinct Levels of Visual Processing: Visual Impression, Active Vision, and Visual Coordination"

### JOSHUA WILT

(Bill Revelle & Dan McAdams- Advisers)

"A New Form and Function for Personality"

### LUCIE YANGQING XU

(Steven Franconeri- Adviser)

"The Role of Attentional Spotlight in Organizing Visual Structures"

## GRADUATE STUDENT PROFILE: DAVID MILLER/ COGNITIVE

After growing up in rainy Seattle, David moved to sunny Southern California to begin his winding path to psychology. In California, he started and completed his undergraduate studies as a physics major at Harvey Mudd College. He loved learning about quantum mechanics and shared this excitement with others by working as a physics tutor throughout college. These tutoring experiences spurred him to better understand the diverse ways students learn science.



His senior thesis project helped transform his informal interests in education and psychology into a concrete academic path. This project investigated how spatial skills training could improve undergraduate success for gifted science and engineering majors. This project was a perfect marriage of his interest in educational psychology and his technical background in physics. He wanted more.

Graduate school gave him an abundant array of opportunities to explore fascinating intersections between psychology and education. He began his Master's research at the University of California, Berkeley, investigating how computer visualizations could improve high school students' understanding of science and then moved to Northwestern for his Ph.D.

David was drawn to Northwestern because of Professor David Uttal's extensive expertise on spatial thinking and science education research. Northwestern was also particularly attractive because of the Spatial Intelligence and Learning Center (SILC), which is supported by a National Science Foundation grant shared among researchers at Northwestern, Temple University, and University of Chicago. SILC has substantially expanded the relevant networking and research opportunities for David both within and beyond Northwestern.

Most recently, David has spent this past summer learning about sophisticated data analysis techniques through the Eric and Wendy Schmidt Data Science for Social Good Fellowship. This fellowship brings together students from many different technical fields including computer science, statistics, public policy, and psychology, and partners them with non-profit organizations on different data analysis projects. This fellowship was a perfect fit for David, considering his dual training in physics and psychology.

David loves the intellectual freedom found in academia and wants to pursue a position as a psychology professor after earning his Ph.D. Such a position would enable David to continue his passion of using advanced quantitative methods to understand how people think and learn about science.



Ph.D. graduates stop for a photo in front of Swift Hall.

From left to right: Priya Kamat, Caitlin Duffy, Sasha Sherman, Lucie Xu and Maureen Craig.

## CONGRATULATIONS, GRADUATES!



## M.S. Recipients 2013-2014

**ALEXANDER SHAOUL BROWMAN**  
Adviser: Mesmin Destin

**ASHLEY DANIELLE BROWN**  
Adviser: William Revelle

**JANENE CIELTO**  
Adviser: Douglas Medin

**EMILY NICOLE HOLLENBECK**  
Adviser: Susan Hespos

**MATTHEW J. JIANG**  
Adviser: Karl Rosengren

**ASHLEY DARA KENDALL**  
Adviser: Richard Zinbarg

**VIDA MAGARITA MANZO**  
Adviser: Mesmin Destin

**DANIELLE RENAE PERSZYK**  
Adviser: Sandra Waxman

**CHRISTINA YOUNG**  
Adviser: Robin Nusslock

**DIAN YU**  
Adviser: Steven Franconeri

## Undergraduate Honors Students 2013-2014

**BRYAN BENITEZ**  
Adviser: Douglas Medin

**EMILY BURKLOW**  
Adviser: P. Lindsay Chase-Lansdale

**CHRISTINE DALY**  
Adviser: Eli Finkel

**MICHAEL FERGUSON**  
Adviser: Douglas Medin

**RACHEL GALVIN**  
Adviser: Wendi Gardner

**LEAH GRODINSKY**  
Adviser: Wendi Gardner

**ISELI HERNANDEZ**  
Adviser: Karl Rosengren

**SANDEEP JAIN**  
Adviser: Daniel Molden

**JIN HAK KIM**  
Adviser: Jelena Radulovic

**MESUM MATHISON**  
Adviser: Sandra Waxman

**HINASAHAR MUNEERUDDIN**  
Adviser: Jennifer Richeson

**ALISON MURRAY**  
Adviser: Karl Rosengren

**ANI POLADIN**  
Adviser: Daniel Molden

**SAMANTHA REZNIK**  
Adviser: Robin Nusslock

**HOLLY ROMANIAK**  
Adviser: Richard Zinbarg

**JENNIFER SIEDJAK**  
Adviser: Dan P. McAdams

**MARGARET SMITH**  
Adviser: Michael Bailey

**LAUREN TINDAL**  
Adviser: William Revelle

**ZARA WRIGHT**  
Adviser: Karl Rosengren

**ELINA ZAONEGINA**  
Adviser: Doug Medin

## GRADUATE STUDENT PROFILE: NARUN "NON" PORNPATTANANGKUL/ BRAIN, BEHAVIOR AND COGNITION

Non is a graduate student in the BBC program. He seeks to understand how we feel, think and behave using the lens of cognitive neuroscience. Non was born and raised in Bangkok, Thailand, and completed his undergraduate education there. As an undergrad, he worked with rodents in a basic neuroscience laboratory. He discovered cognitive neuroscience during his two years of study abroad, one in the U.S. and the other in Australia, through the support of the Thai government. In Thailand, the field of cognitive neuroscience is virtually non-existent. In fact, the words *cognitive neuroscience* still have no direct translation in Thai. He was so intrigued by methods and theories of cognitive neuroscience which allow people to understand the neural-cognitive bases of human's sophisticated mental processes, such as emotion and decision-making. Since then, his interest in neural substrates of cognition has grown.

With the support of a Fulbright scholarship, Non came to Northwestern for his Ph.D. under the supervision of his primary advisor, Dr. Robin Nusslock, his current research focuses on individual differences in reward and motivation-related brain activity. Put differently,

he aims to answer why some individuals are more sensitive to reward than others. As reward-processing is not uniform, he also seeks to find what aspects are altered among people of varying reward sensitivity. Answering these questions has important implications for understanding abnormalities in reward-processing in mood disorders. For instance, mania is often characterized by hypersensitivity to reward, while depression is associated with a lack of reward sensitivity. He takes an interdisciplinary approach to examine these questions by adapting experimental paradigms from other areas inside and outside of BBC, including cognitive, clinical and social psychology as well as economics and immunology. Partly through collaboration with other laboratories, he has applied a variety of techniques in cognitive neuroscience to tackle such questions as scalp and intracranial electroencephalography, eye-tracking, peripheral psychophysiology, functional magnetic resonance imaging (fMRI) and immunology testing.

Non truly loves designing new experiments and analyzing data. When he is not at the EEG chamber, or coding Matlab or E-Prime scripts, he likes to spend time with his wife, Yao. He is indebted to his wife for allowing him to have so much fun being a scientist of the mind in a freezing city (for Thai people, at least). He hopes that he can soon return the favor by giving her a dog and a dishwasher.



Swift Hall

## Awards

### Faculty Honors and Awards

Associate Professor David Rapp is named to the 2013-2014 Associated Student Government (ASG) Faculty and Administrator Honor Roll

Professor Eli Finkel is named to the Martin J. and Patricia Koldyke Outstanding Teaching Professorship for 2014-2016

David Uttal Wins American Psychological Association's Best Article Award

Professor Alice Eagly receives the Eminent Leadership Scholar Award from the Network of Leadership Scholars in the Academy of Management

Professor Dan McAdams is selected to give one of five American Psychological Association (APA) Master Lectures at the 2015 APA Convention in Toronto

Senior Lecturer Ben Gorvine receives the Award for Excellence in Teaching from the Northwestern University Undergraduate Psychology Association for 2013-2014

Senior Lecturer Ben Gorvine receives the Weinberg College of Arts and Sciences Alumni Teaching Award for 2013-2014

Professors Mroczek, Gentner and Finkel presented their work at the annual meeting of the American Association for the Advancement of Science (AAAS)

Professor Alice Eagley receives the Leadership Legacy Lifetime

Achievement Award from the International Leadership Association

### Graduate Student Honors and Awards

Kathleen Carswell was awarded the Society for Personality and Social Psychology (SPSP) Student Travel Award for the 2014 Conference

Jacob Dink received the Glushko Travel Award from the Cognitive Science Society and a Cognitive Science Travel Grant for Graduate Specialists from Northwestern University

Kevin Hsu and Christopher Petsko received Honorable Mentions from the National Science Foundation Graduate Research Fellowship Program

Kevin Hsu was awarded the Student Research Development Award from the International Academy of Sex Research

Xiaoqing Hu received the 2013 American Psychological Association Dissertation Research Award

Christine Nothelfer was awarded a graduate research fellowship from the National Science Foundation

Meghan Salomon was named a Multidisciplinary Program in Education Sciences (MPES) Fellow with a grant from the Institute of Education Sciences

Kelly Sheehan received a 2013 Psi Chi Graduate Research Grant from the Psi Chi International Honor Society in Psychology

Christina Young was awarded the Graduate Research Opportunities Worldwide (GROW) award from the National Science Foundation

### Undergraduate Honors and Awards

The following undergraduates received Undergraduate Summer Research Grants from the University's Undergraduate Research Grants Committee:

Jingjing Zha: "Emotion Regulation and Well Being in China"  
Faculty Adviser: Claudia Haase

Katherine Scott: "Dancers and Body Image"  
Faculty Adviser: Renee Engeln

Hanseung Choi: "Nature Sounds and Attention"  
Faculty Adviser: Marcia Grabowecy

Irene Huang: "Grasping Attempts Towards Photographs"  
Faculty Adviser: Karl Rosengren

Emily Kim: "Changing Self-Construal in South Korea"  
Faculty Adviser: Wendi Gardner

Phillip Toomey: "Multisensory Cues on Recognition"  
Faculty Adviser: Marcia Grabowecy

Katie Ives-Louter: "Health Concepts and Health Outcomes"  
Faculty Adviser: Karl Rosengren

Dan Chon: "Ego Depletion and Its Effect on Implicit Learning"  
Faculty Adviser: Paul Reber

Margaret Shavlik: "Net Risks: Assessing

Body Image Disturbance"  
Faculty Adviser: Renee Engeln

Fortunato Medrano: "Young Children Learning Science"  
Faculty Adviser: David Uttal

Three psychology majors have received the special Benton J. Underwood Summer Research Fellowship from the Psychology Department to support their research this summer:

Rebecca Dale\*: "Reducing Body Dissatisfaction"  
Faculty Adviser: Renee Engeln

Rachel Leshin\*: "Lemur Sounds' Effect on Infant Cognition"  
Faculty Adviser: Sandra Waxman

Lola Less: "The Effects of Private Speech on Reading Comprehension in Emergent Readers"  
Faculty Adviser: Karl Rosengren

\*These students received combined Undergraduate Research Grants/Underwood awards.

All of the students listed below won Psychology Department Undergraduate Travel Awards to support travel to conferences for the presentation of their research:

Rebecca Dale  
Olivia Foster-Gimbel  
Clara Grayhack  
Jinhak Kim  
Alison Murray  
Zoe Palmer  
Zabin Patel  
Holly Romaniak  
Iseli Hernandez  
Katherine Scott  
Margaret Shavlik  
Jasmine Stephens

## New Program Area Snapshot

### PERSONALITY AND HEALTH

The Psychology Department is proud to announce the introduction of a new Ph.D. program area, Personality and Health (P&H) Psychology! Faculty and students in the new Personality & Health area attempt to understand how individual differences in psychological variables are related to health outcomes, including wellness and illness, well-being, mental health, stress adaptation, biological outcomes (such as inflammatory cytokines), disease onset, and mortality risk.

Directed by Professor Dan Mroczek, the new area comprises core faculty members Edith Chen, Dan McAdams, Greg Miller, and Bill Revelle. They are also joined by affiliated faculty members from

the Clinical area, including professors Michael Bailey, Robin Nusslock, and Rick Zinbarg.

Although an independent doctoral area in its own right, P&H is nevertheless closely connected to the Clinical Program, and as such, their curriculums heavily overlap. The new area is unique in that its students take courses and receive training in both health psychology and personality psychology. Their research program usually involves integration of these two fields, though students have the freedom to emphasize one field or the other depending on their interests and career goals. Students in the P&H area are qualified for jobs in academia, policy organizations, government and the commercial sector. Usually, the positions they take are related to health or the

study of biomarkers, the application of individual differences research, and/or quantitative methodology and statistics. Students wanting to do psychotherapy or other clinical work should not apply to P&H.

The program also collaborates with programs and projects outside of the Psychology Department, including the Human Development and Social Policy (HDSP) program in the School of Education and Social Policy (SESP); the Anthropology Department; the Society, Biology, and Health cluster in the Graduate School; the Cells-to-Society (C2S) initiative at Northwestern; and the Medical Social Sciences (MSS) Department and the Dept. of Preventative Medicine, both in the Feinberg School of Medicine.



## Alumni News

1950s

Dr. Theodore A. Chandler, B.S. '54, is an Emeritus professor of Educational Psychology at Kent State University. Dr. Chandler recently published *The Whimpering of Our American Youth*, available on Amazon Kindle.

Dr. Norman F. Watt, B.A. '57, is the President and Founder of *Ambassadors for Literacy* and is an Emeritus professor of clinical psychology at the University of Denver.

Dr. Nelson F. Jones, M.A. '57, Ph.D. '59, is formerly a professor and the founding Dean of the Graduate School of Professional Psychology at the University of Denver. He also served as a clinical psychologist for the U.S. Department of Defense. Dr. Jones is currently enjoying life and studying archeology.

1960s

Walter J. Dowling, B.A. '63, was chosen as the Distinguished Lecturer in the School of Behavioral & Brain Sciences to give the final colloquium of the year in 2013. He recently married Rosalie Uht, a neuroscientist at the UNT Health Science Center in Fort Worth.

Dr. Deborah Bovilsky, B.S. '66, is currently running her own private practice as a clinical psychologist and loving her work.

1970s

Dr. Sandra Zelman Lewis, B.A. '75, went on to study for her Ph.D. in health services research at the University of Chicago. She has found her niche in the development and implementation of evidence-based clinical practice medical guidelines and now owns a consulting corporation in that field. She is currently working with technology providers to innovate the science

and improve the process, as well as offer long-term access solutions. She also advises her guideline developing clients on rigorous and trustworthy methodologies. She has published many guidelines and methods articles, served on the American Academy of Pediatrics' Institutional Review Board, has been a reviewer for the Patient-Centered Outcomes Research Institute, and has held several positions in the Guidelines International Network, including the invited host of the first US conference in 2010. She is also a long-time volunteer with the American Cancer Society, including advocating for smoke-free laws in 6 villages, Chicago, and the State of Illinois.

2000s

Chelsea Brown, B.A. '02, was recently featured in the Weinberg magazine article, "Making It Matter." The article can be found on the Weinberg website.

Jaime Crowley, B.A. '07, became Board Certified to practice psychology in the state of Texas in 2013.

Michael Sladek, B.A. '12, is currently a second-year graduate student in the developmental psychology doctoral program at Arizona State University (Tempe, AZ). He received a Stars Doctoral Recruiting Fellowship funded by ASU's Office of the Provost in support of his first year. His adviser, Dr. Leah Doane, directs the Adolescent Stress and Emotion Lab. He has begun to explore associations and moderators of everyday stress and coping among college students. He utilizes ecological momentary assessment, including momentary diary reports of stress and emotion and salivary biomarkers of physiological stress response systems to capture dynamic processes of everyday life in college students' naturalistic environments.

## ALUMNI PROFILE: PAUL ROSENBLATT

Paul Rosenblatt, Ph.D. '62 has a fake retirement from the Department of Family Social Science at the University of Minnesota, where he still teaches, still advises graduate students, and still works on research and writing projects. In 2013 he and colleague Elizabeth Wieling published *Knowing and Not Knowing in Intimate Relationships* (Cambridge University Press), and this year he published *The Impact of Racism on African American Families* (Ashgate Publishing). He has a contract for a book that he believes will be published in 2015, *Restarting Stalled Research in the Social and Behavioral Sciences* (Sage Publications). Perhaps his next book after that will be about how we are all beginners again and again and what the personal and systemic implications of that are. He is married to Sara Wright, has three adult children, and is a failed writer of mystery novels.

Rosenblatt says that he feels enormous gratitude for the Northwestern University Psychology Department peer and faculty influences on his life. He writes, "I was still a puppy as a grad student, and I am sure I missed tons of what there was for me to learn in the Psychology Department. But what I did pick up shaped me enormously. I hesitate to name some graduate student peers in the Psychology Department who I think influenced me a great deal, because I will be omitting others who also influenced me, and I don't want to minimize how important friendly relationships were for me with dozens of my contemporary grad students. But who stands out in my thinking now as peers who influenced my approach to research, teaching, and being a Ph.D. psychologist a great deal are the late Barbara Lloyd (Barbara Levine when we were grad students), Warner Wilson, and Barry Collins. Also John Jung has had a great deal of influence on me, but maybe that's because we have maintained contact over the years.

"As a graduate student puppy, I had little perspective on the Psychology Department faculty. They all influenced me in good ways, but the ones who stand out for me are Win Hill, Janet Taylor Spence, Steve Glickman and especially Donald T. Campbell. Hill, Taylor Spence, and Glickman were all models for me of how to think and teach. With Glickman, although I was a social psychology student and he was a physiological psychologist, I spent enough time in his lab and with his students (especially Aryeh Routtenberg, Bernie Schiff, and Judy Hunt) that I learned precious things about how to be an open and curious researcher.

"Donald T. Campbell was my advisor and an awesome teacher and model for how to think, research, learn, be curious, and find neglected ways of thinking and neglected research topics. I built my career and life in many ways on the foundations he provided. For example, I have worked across disciplines (with faculty appointments not only in Psychology but in family studies, anthropology, sociology, and even sustainable agriculture). I have remained passionately interested in research methods and the philosophy of science. And I work at trying to be as honest with myself as I think he was with himself."

## Biennial Symposium

On Thursday, October 16th, the Psychology Department hosted its 2nd *Northwestern Symposium on Mind and Society*, the premier biennial event of our Department. The Symposium featured two key events, attended by students, alumni, and friends.

The first event was a panel discussion of *Developing Human Potential: Social, Cognitive, and Neural Factors*. Esteemed panelists included Drs. Edith Chen and Lindsay Chase-Lansdale of Northwestern, nobel laureate James Heckman of the University of Chicago, and Richard Davidson, William James and Vilas Professor of Psychology and Psychiatry from the University of Wisconsin-Madison.

Dr. Richard Davidson later presented the Keynote Lecture, *Happiness as a Skill: The Brain's Ability to Change Itself Through Mental Training*, at Pick-Staiger Concert Hall. We thank everyone who was involved in bringing this much anticipated event to fruition and hope that you will join us for our next symposium.



Above & Below: Dr. Richard Davidson delivers the Keynote Lecture at Pick-Staiger Concert Hall. Photos courtesy of Nathan Richards/The Daily Northwestern.



Above: Panel Discussion. From left to right- Drs. Sandra Waxman, Richard Davidson, Edith Chen, James Heckman, and Lindsay Chase-Lansdale. Photo courtesy of Jacob Zweig.



Dr. Davidson's Keynote can be viewed here:  
<http://youtu.be/FSEpMEDial>

## Psychology Faculty

### J. MICHAEL BAILEY

Ph.D. University of Texas, 1989  
Sexual orientation, gender nonconformity, sexual arousal, behavior genetics, evolutionary psychology.

### MARK BEEMAN

Ph.D. University of Oregon, 1991  
Cognitive neuroscience, higher order language comprehension and disorders, insight problem solving, hemispheric differences.

### GALEN BODENHAUSEN

Ph.D. University of Illinois, 1987  
Prejudice, stereotyping, and inter-group relations; self-regulation of social cognition; influences of emotion and arousal on judgment and decision-making.

### EDITH CHEN

Ph.D. University of California, Los Angeles, 1998  
Health psychology, socioeconomic status and health.

### MESMIN DESTIN

Ph.D. University of Michigan, 2010  
Perception and interpretation of socioeconomic status; educational motivation; youth perception of future economic success linked to everyday choices and educational outcomes.

### ALICE EAGLY

Ph.D. University of Michigan, 1965  
Sociopolitical attitudes of women and men; gender and leadership; heroism; the content of stereotypes; prejudice; attitudinal selectivity in exposure and memory.

### ELI FINKEL

Ph.D. University of North Carolina, 2001  
Interplay between close relationships, the self and health processes; optimal self-regulation as interpersonal process; determinants of romantic attraction.

### STEVEN FRANCONERI

Ph.D. Harvard University, 2004  
Visual attention, visual memory, reflexive attention capture, object tracking, number perception.

### WENDI GARDNER

Ph.D. Ohio State University, 1996  
Social exclusion and belonging, cross-cultural differences in social cognition and behavior, social aspects of the self, social neurology, emotion and evaluation.

### DEDE GENTNER

Ph.D. University of California, San Diego, 1974  
Cognition and language in learning and development, processes of similarity, analogy and metaphor, acquisition of word meaning.

### MARY GEREND

Ph.D. Arizona State University, 2003  
Health psychology, health communication, women's health, cancer prevention.

### SUSAN HESPOS

Ph.D. Emory University, 1996  
Comparison of object, spatial and number representation abilities in children and adults.

### WILLIAM (SID) HORTON

Ph.D. University of Chicago, 1999  
Higher-level aspects of language use and conversation, figurative language and narrative comprehension.

### DAN MCADAMS

Ph.D. Harvard University, 1979  
Personality and development, adult development, identity and development of the self, culture, political psychology, biography.

### DOUGLAS MEDIN

Ph.D. University of South Dakota, 1968  
Concept and classification learning, cross-cultural cognition, decision making, computational models of cognition, culture and education.

### GREGORY MILLER

Ph.D. University of California, Los Angeles, 1998  
Health psychology, mechanisms linking stress and health.

### SUSAN MINEKA

Ph.D. University of Pennsylvania, 1974  
Behavioral and cognitive processes of fear, anxiety and depression; cognitive and behavior therapy for anxiety disorders, primate models of psychopathology.

### DANIEL MOLDEN

Ph.D. Columbia University, 2003  
Influences of motivation on judgment processes, notably strategies of hypothesis testing; processes by which meaning is assigned to behavior.

### DAN MROCEK

Ph.D. Boston University, 1992  
Lifespan personality development; influence of personality.

### ROBIN NUSSLOCK

Ph.D. University of Wisconsin, Madison, 2009  
Biopsychosocial models of bipolar disorder and unipolar depression.

### KEN PALLER

Ph.D. University of California, San Diego, 1986  
Memory, disorders of memory, face perception, combining neuropsychology with brain imaging and EEG methods to study human cognition.

### DAVID RAPP

Ph.D. SUNY- Stony Brook, 2000  
Reading comprehension; identifying and remediating struggling readers' difficulties; mechanisms underlying narrative experience; multimedia based influences on learning.

### PAUL REBER

Ph.D. Carnegie Mellon University, 1993  
Human learning and memory, nonconscious memory, cognitive neuroscience, functional neuroimaging.

## DONORS 2013-2014

We would like to extend our utmost gratitude to all our donors. Every donation helps to support the department in its teaching, research and outreach endeavors. Your support is truly appreciated.

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 John Templeton Foundation  
 The Ryan Licht Sang Bipolar Foundation  
 Thomas E. Thornton  
 Gary R. Wolfe  
 Andrea Angell Zevenbergen

#### **WILLIAM REVELLE**

Ph.D. University of Michigan, 1973  
 Personality theory and assessment;  
 interrelationships of personality,  
 motivation, and cognitive performance;  
 biological basis of personality;  
 measurement and psychometrics.

#### **JENNIFER RICHESON**

Ph.D. Harvard University, 2000  
 Intergroup contact, controlling  
 prejudice, detecting and confronting  
 prejudice and discrimination, racial  
 categorization.

#### **LANCE RIPS**

Ph.D. Stanford University, 1974  
 Human reasoning, semantics and  
 long-term memory; experimental,  
 computational, and mathematical  
 analysis of deduction.

#### **J. PETER ROSENFELD**

Ph.D. University of Iowa, 1971  
 Psychophysiology; mechanisms,  
 processes, and detection of deception.

#### **ARYEH ROUTTENBERG**

Ph.D. University of Michigan, 1965  
 Molecular basis of memory.

#### **SATORU SUZUKI**

Ph.D. Harvard University, 1995  
 Mental encoding of physical  
 dimensions; influences of prior  
 experience, attention, intention and  
 mental states on perception.

#### **DAVID UTTAL**

Ph.D. University of Michigan, 1989  
 Cognitive development, specifically  
 of symbolic and spatial reasoning in  
 toddlers and preschoolers; cultural  
 differences in mathematics cognition  
 and achievement.

#### **SANDRA WAXMAN**

Ph.D. University of Pennsylvania, 1985  
 Conceptual development and language  
 acquisition in infancy and early  
 childhood; cross-cultural perspectives  
 on language acquisition; development  
 of conceptual knowledge and  
 reasoning abilities.

#### **RICHARD ZINBARG**

Ph.D. Northwestern University, 1989  
 Vulnerability to and psychotherapy for  
 anxiety disorders; structure of anxiety;  
 relations between personality and  
 psychopathology; psychometric theory.

#### **SARA BROADERS**

**ASSOCIATE PROFESSOR OF INSTRUCTION**  
 Ph.D. University of Chicago, 2003

#### **RENEE ENGELN**

**PROFESSOR OF INSTRUCTION**  
 Ph.D. Loyola University Chicago, 2004

#### **BENJAMIN GORVINE**

**SENIOR LECTURER**  
 Ph.D. University of Michigan, 2002

#### **JOAN LINSENMEIER**

**SENIOR LECTURER**  
 Ph.D. Northwestern University, 1977

#### **DAVID SMITH**

**DISTINGUISHED SENIOR LECTURER**  
 Ph.D. Virginia Commonwealth  
 University, 1993

#### **MARCIA GRABOWECKY**

**RESEARCH ASSOCIATE PROFESSOR**  
 Ph.D. University of California, Berkeley,  
 1992



Psychology Department Faculty



# Alumni Questionnaire

Name

Title	First	Middle	Last
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Northwestern psychology degree(s)

Degree(s)	Year(s)	Adviser(s)
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Current employer

Job title and description

Home phone ( ) Email

Home address

City State Zip Code

Do you have any news you wish to appear in our next newsletter? Information might include positions, promotions, awards, publications and items of personal interest.

Please return the completed questionnaire to: Department of Psychology, Alumni News, 2029 Sheridan Road, Evanston, IL 60208  
You can also complete the questionnaire online at: <http://goo.gl/vN56Be>

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