

The Second Annual

Stanford Undergraduate Psychology Conference

Saturday May 18, 2002
Jordan Hall, Stanford University



Sponsored by the Stanford chapter of Psi Chi and
the Stanford Undergraduate Psychology Association



STANFORD UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Jordan Hall, Bldg. 420
Stanford, California 94305-2130

May 18, 2002

Dear Participants,

It is a great pleasure to welcome you, on behalf of Stanford University and the Department of Psychology to the Second Stanford Undergraduate Psychology Conference – brought to you through the extraordinary efforts of our excellent undergraduates active in the Stanford Chapter of Psi Chi. We are delighted that you have come to join us in this venture.

For years, I have believed that the single best thing that we can do to improve undergraduate education in psychology is to get more students involved in their own research projects. Certainly, when I was a student here a zillion years ago, the opportunity to do independent research – to pursue my own ideas, to replace speculation with evidence, and to contribute to our collective endeavor – was the highlight of my own undergraduate program. To this day, I remember the excitement and the details of that project.

Indeed, the only thing lacking in my era (the Mesozoic) was the opportunity that you all have today -- to present and discuss the results of your research with other interested students. (Had there been such an opportunity, I might have learned in time that the article I eventually published on my study should not have been titled "An Experimental Analysis of the Factors Determining the Obedience of Four-Year-Old Children to Adult Females," a paper that no one ever read, but something more informative and interesting like "Why Don't Young Children Obey Their Own Mothers?" or even "When Familiarity Breed Contempt...").

Like many others over the years, I believe that we learn best when we are actively involved in meaningful projects of our own design. In the West, scholars from Froebel and Locke to Dewey to Whitehead have long promoted research involvement as an antidote to the accumulation of "inert facts" that we so often stockpile the day before an exam and forget the day after. In the East, this same point is made in the ancient Chinese aphorism: I hear and I learn; I see and I remember; I do and I understand.

So please seize and enjoy the day, as you share with us what you have learned, remembered, and understood in the course of your research. Good luck to each of you, and thanks again for joining us today.

Sincerely,

A handwritten signature in cursive script that reads "Mark R. Lepper".

Mark R. Lepper
Professor and Chairman



May 18, 2002

Dear Presenters, Faculty, and Guests:

Welcome to the second annual Stanford Undergraduate Psychology Conference (SUPC)! This year's conference will showcase some of the best research by undergraduates nationwide. Criterion for presenting at the conference is very selective, and this year, thirty-five distinguished researchers have been invited to share their work. I am certain that you will be impressed by the quality and scope of the presentations you will see today. The purpose of this forum is broad and extends beyond simply having undergraduates talk about their research, however. Rather, our goal is to make psychology come alive.

As an undergraduate myself, I understand the potential impact of meeting a prominent professor. Today, we have arranged for you to meet and talk with some of the best. The Department of Psychology at Stanford has been at the top of its game for the past 40 years and now, I invite you to question, listen to, and probe the professors who are responsible for that time-honored reputation.

Importantly, however, our purpose goes far beyond simply introducing undergrads to faculty members. Indeed, another primary goal of this conference is to touch the lives of high school students, most of whom would not otherwise have this opportunity. All too often the study of psychology is limited to the privileged. In the words of psychologist George A. Miller, one of our goals today is to "give psychology away".

This year's thirty-five presenters are an exceptional group, leading the next wave of research in the field. The people you meet here today are tomorrow's teachers, researchers, and policymakers. Psychology is a discipline that touches all people; today, we are helping to invigorate those who will administer that touch.

Sincerely,

A handwritten signature in cursive script that reads "Sarah Barbara Mascarenas".

Sarah Barbara Mascarenas
Executive Director, SUPC

Schedule of Events

Time	Event Name	Location
8:30-9:00	Registration	Front Lobby
9:05-9:15	Introductory Address Introductory addresses by Mark R. Lepper , Chair of the Department of Psychology, and Sarah Mascarenas , Executive Director of the Stanford Undergraduate Psychology Conference.	420-040
9:20-11:00	Paper Session A: Cognition Exploring a Cognitive Mechanism of Music and Language: Statistical Learning of Rhythm DAN J. CUTTING and TOBY H. MINTZ, University of Southern California Gesturing and Speaking: Cognitive and Communicative Consequences of Linguistic Typology ALEXIA GALATI, Stanford University Causal Understanding of Equations: Why Some Versions of Equations Are More Intuitive DANIEL MOCHON, Brown University Reversal of Delayed Conditioned Taste Aversion Learning By Gonadal Steroid Manipulation DARCY GEDDES, MICHELLE HAGEN, and MICHAEL FOY, Loyola Marymount University Individuals and Identity Continuity GEORGE E. NEWMAN, SERGE BLOK, and LANCE RIPS, Northwestern University	380-x
9:20-11:00	Paper Session B: Social A Qualitative Study of White Supremacist Group Members SARAH MANCHAK, Seattle University Behavioral Activation and Inhibition and Social Well-Being KRISTINA CUTURA, HEATHER FOSTER, and SHELLY GABLE, University of California, Los Angeles Correlates of Support for Social Policies Directed Toward Blacks and Whites ARNOLD K. HO, University of California, Davis	380-y
11:10-12:00	Talk by Benoit Monin , Ph.D. “Haven’t We Met Before? When Liking Leads to Familiarity?”	420-040

12:00-1:00 **Lunch**

see registration information for
your location

Lunch with Stanford faculty members. Presenters should have received notification of their assignments via email in early May.

1:10-3:10 **Paper Session C:
Community**

380-380x

Stalling Stereotype Threat: The Effects of Individuation

SUE K. PAIK, NALINI AMBADY, and JASON P. MITCHELL, Harvard University

Positive Feedback Bias to Minorities: Motivation and Activation of Stereotypes

JEFFREY J. HANSEN, University of California, Santa Barbara

The Effects of Stereotyping on Bilingual College Students' Verbal Test Performance

KIMBERLY RIOS, Stanford University

Disclosing Positive and Negative Self-Relevant Information: Health, Well-Being, and Motivational Processes

KAORI TAKAGI, SHELLY GABLE, and KRISTIN P. BEALS, University of California, Los Angeles

Peer Victimization and Adjustment in Middle School

JENNIFER MIZE and SANDRA GRAHAM, University of California, Los Angeles

1:10-3:10 **Paper Session D:
Eclectic**

380-380y

Pygmalion in Organizational Training: The Weight of Expectations of Obese Trainees
JANESSA SHAPIRO and MIGUEL QUINONES, Rice University

Surviving a Ph.D. Program: The Role of the Faculty Advisor
MEGHA TAILOR, JULIE STEPHENS, BRAD BENZIGER, and BRANDY
GOELTZENLEUCHTER, San Jose State University

Manifestations of Covert and Overt Aggression in Women With Bulimia Nervosa
ASHWINI SAGAR, Stanford University

Comparison-Altered Hedonic Judgments
DAWN N. COTTER and JESSICA M. CHOPLIN, University of California, Los Angeles

Ultimatum Game
M. LIEBERMAN, G. TABINIA, and R. LAI, University of California, Los Angeles

Effects of Race and Body Mass Index on Perceptions of Athleticism of College Aged Males
MARIA ARBOLEDA, Rice University

3:30-4:30 **Keynote Address by Albert Bandura, Ph. D. 420-040**
“On Shaping One’s Future; The Primacy of Human Agency”

4:40-5:20 **Poster Sessions A & B**

Courtyard A and Courtyard B

Courtyard A

The Monoamine Oxidase Inhibitor, Tranylcypromine, Selectively Enhances Hippocampus Dependent Trace Fear Conditioning

QUAND D. MA, JENNIFER J. QUINN, NAZANIN FERREYDANI, and MICHAEL S. FANSELOW, University of California, Los Angeles

Home Literacy Environment and Speech Development

GLORIA P. JIMENEZ and JUDITH G. FOY, Loyola Marymount University

Letter-Name and Letter-Sound Knowledge in Preschool Children

BRANDI HARRIS and JUDITH G. FOY, Loyola Marymount University

Perceptual Learning of Gabor Detection: Mechanism(s) and Bandwidth

DEBBIE DAO, University of Southern California, ZHONG-LIN LU, University of Southern California, and BARBARA ANNE DOSHER, University of California, Irvine

Face Perception: Do Contours Groups Differently Inside/Outside of Face Contexts?

ALPNA AGRAWAL, JAMES R. POMERANTZ and STEVE JEWELL, Rice University

The Influence of Shapes and Edges on Collinearity Judgment

EVAN BUSCH and ERNEST GREENE, University of Southern California

Family Positive and Negative Affective Reactions Towards Relatives With Schizophrenia and Relapse

STEVEN R. LOPEZ, Ph.D. and ANN M. MURRAY, University of California, Los Angeles

The Self-Perceptions of Boys With and Without Attention-Deficit Hyperactivity Disorder

MICHAEL J. POTEIRA, DARA R. BLACHMAN, and STEPHEN P. HINSHAW, University of California, Berkeley

The Specificity of the Genetic Heritability of Schizophrenia

EMMANUEL P. ESPEJO, University of California, Los Angeles

Conformity: Variables of Authority versus the Need to Belong

STANLEY SHAPIRO, Washington High School

Influence of the Magazine Cover on Teenage Buying Practices

SAPNA NANGRANI and DENISE COQUIA, Washington High School

Stress and its Effect on Levels of Performance

Ruby Chung, South San Francisco High School

Courtyard B

Children's Acceptance of Non-Obvious Category Information

AMBIKA SUD, VIKRAM K. JASWAL, and ELLEN M. MARKMAN, Stanford University

Peer Victimization and Achievement in Middle School Students of Different Groups

IFEOMA AMAH, University of California, Los Angeles

Play-Doh & Perseverance: The Positive Consequences of Creative Experience

SCOTT A. AKALIS and WENDI L. GARDNER, Northwestern University

The Role of Self-Esteem in Social Goals

MAYRA MORENO and AMY STRACHMAN, University of California, Los Angeles

Social Consequences of Expressive Suppression

JANE RICHARDS, DAWN DEGERE, and JEFF LINDSEY, University of Washington

Smiling Therapy

AMIR SAFARI LANGROUDI and BARRY E. COLLINS, PhD., University of California, Los Angeles

Minority Academic Achievement: Reaching the Gold Standard

DIANNA GONZALEZ, KELLI GARCIA, and TRACI MANN, Ph.D., University of California, Los Angeles

5:30-6:20 **Professor Philip Zimbardo, APA President** 420-040

Question and answer session. Come ask the current APA President questions about his career, his views on the future of the field, and anything else that interests you!

6:20-6:50 High School Presentation & Conclusion 420-040

Conclusion and question and answer session.

7:00-7:15 **Snacks/Mingle** Courtyard B

Eat some food, mingle with the people you didn't get a chance to talk to all day, and say goodbye...until next year, when you'll be back to present more research.

Paper Session A

EXPLORING A COGNITIVE MECHANISM OF MUSIC AND LANGUAGE: STATISTICAL LEARNING OF RHYTHM

Dan J. Cutting & Toby H. Mintz (University of Southern California)

Recent research has shown that music and language are structured similarly (Lerdahl and Jackendoff, 1983) and are processed analogously in experienced musicians (Falk, 2000). Logically, then, it would follow that these domains employ similar learning mechanisms. Preceding studies showed that subjects can segment unknown word forms from a continuous, unsegmented stream of syllables in an artificial language by attending to syllable co-occurrence patterns (Saffran, Aslin, and Newport, 1996). Parallel results were found for similarly structured musical tone sequences (Saffran, Johnson, Aslin, and Newport, 1999). Using the other dimension of music, rhythm, sixty college students will be tested on their ability to learn the "rhythm words" of an artificial language of drum beats. Assessment of learning will be made using a forced-two-choice test. Results similar to the preceding studies are predicted, despite changing the artificial language corpus to consist of rhythm stimuli. With approximately fifty participants tested, all performed above chance, suggesting a hypothetical cognitive mechanism of language is also used in music perception.

e-mail: cutting@usc.edu

GESTURING AND SPEAKING: COGNITIVE AND COMMUNICATIVE CONSEQUENCES OF LINGUISTIC TYPOLOGY

Alexia Galati (Stanford University)

Greek and English belong to two typologically different groups of languages in terms of how they map lexical elements onto semantic elements of motion events (Talmy, 1985). Greek belongs to the so-called verb-framed languages since the core semantic domain, the path, is mapped onto the verb, and English belongs to satellite-framed languages since path is mapped onto an associated verb particle. This study investigates how speakers of Greek and English express motion in their speech accompanying gestures. 15 English and 15 Greek speakers narrated "The Frog Story" and the motion event scenes were selected for analysis. Greek speakers compared to English were more likely to use gestures that represented path and manner separately, while English speakers were more likely to use gestures that conflated path and manner. English, contrary to Greek, represents path and manner as one component, and this is reflected both in the linguistic constructions used (e.g. "climb up", "popped out") as well as in gesture. This evidence supports the claim that speakers of typologically different languages conceptualize motion events in different ways during on-line speaking.

e-mail: alexgal@stanford.edu

CAUSAL UNDERSTANDING OF EQUATIONS: WHY SOME VERSIONS OF EQUATIONS ARE MORE INTUITIVE

Daniel Mochon (Brown University)

Many studies have shown that people's causal model of a system facilitates learning the relations amongst its components. Nonetheless, no one has examined the relation between causal models and equations. Pearl (2000) suggested that mathematical equations can be seen as direct representations of people's causal graphs. The following study tests that hypothesis. I examine the relation between people's metacognition about which version of equations are causal and which versions are more understandable. These two measures were found to correlate highly with each

other, as well as with participants' own causal graphs. In a final experiment, participants were tested to see which version of certain equations they would generate. The results show a strong preference for the causal version. These findings as a whole support the hypothesis that equations are representations of people's causal models.

e-mail: Daniel_Mochon@Brown.edu

REVERSAL OF DELAYED CONDITIONED TASTE AVERSION LEARNING BY GONADAL STEROID MANIPULATION

Darcy Geddes, Michelle Hagen, & Michael Foy (Loyola Marymount University)

Conditioned taste aversion learning (CTA) is an adaptive, well established learning and memory paradigm that is considered to be a form of classical conditioning. CTA learning is very robust; strong aversions develop to the CS (taste) despite long delays between exposure to the CS and US (symptoms). Rats display a sexually dimorphic pattern of 4-hr delayed CTA learning (Bures et al., 1988; Foy et al, 1996). The present study examines whether this sex difference is a result of organizational or activational hormonal action. Plasma steroid levels of adult (3-5 mo) male and female rats were manipulated with implanted hormone pellets prior to running the rats in the delayed CTA learning paradigm. The results support an activational mechanism. Depending upon the manipulated steroid levels, the sexual dimorphism was either abolished, maintained or reversed. The results suggest a crucial role for gonadal steroid action in mediating delayed CTA learning.

e-mail: mfoy@lmu.edu

INDIVIDUALS AND IDENTITY CONTINUITY

George E. Newman, Serge Blok, & Lance Rips (Northwestern University)

This research is an investigation of person identity and identity continuity. Specifically, it is an attempt to understand what features people use when reasoning about persons and how they determine the continuity of individual persons across time. Using a theoretical transformation paradigm, we manipulate features such as appearance, brain continuity, continuity of mental content, and the type of transformation in order to construct a theory of the reasoning subjects use when approaching these problems. We show that people weigh both continuity of the brain and continuity of mental content when determining continuity of the individual. We also document instances in which participants are more likely to assert individual continuity than continuity of personhood. These results are discussed in terms of a hierarchical view of concepts and philosophical work on person identity.

e-mail: g-newman@nwu.edu

Paper Session B

A QUALITATIVE STUDY OF WHITE SUPREMACIST GROUP MEMBERS

Sarah Manchak (Seattle University)

Hate groups are an international societal problem that demands our attention and concern. Current research lacks an understanding of these hate groups from an individual perspective. Social psychology allows us to look at the context of the individual's personal life and understand how it relates to one's involvement in a hate group. Organized white supremacist hate groups are a unique type of hate group that make for an interesting case study. By understanding the experiences and relationships of members of these organized white supremacist groups, we can gain insight into the advantages of membership in these groups and the role and function these groups play in the lives of individual people. In the present study on-line interviews and questionnaires are used to obtain information about the individual's family life, childhood, educational experiences, friendships, and involvement in the white supremacist group. The goal of this qualitative study is to assess each story individually, interpret each account, and decipher the meaning and connection of their life experiences to their membership in a white supremacist group.

e-mail: manchasm@seattleu.edu

BEHAVIORAL ACTIVATION AND INHIBITION AND SOCIAL WELL-BEING

Kristina Cutura, Heather Foster, & Shelly Gable (University of California, Los Angeles)

Previous research has examined the relationship between reward and punishment sensitivity (Behavioral Activation System [BAS] and Behavioral Inhibition System [BIS]) and positive and negative affect. However, the relationship between BAS and BIS sensitivity and social indices of well-being has not been examined yet. In the present study 114 participants provided measures of their BIS/BAS motivation, which was used to predict loneliness and satisfaction with social life at Time 1 (T1) and six weeks later at Time 2 (T2). Controlling for T1 outcomes, regression analysis showed that BAS motivation had a significant effect on satisfaction with social life at T2, but not on loneliness. BIS motivation did not predict a change in loneliness or satisfaction with social life at T2. BIS scores predicted loneliness and satisfaction with social life at T1, while BAS did not predict either outcome at T1. The results showed that BIS and BAS are associated with meaningful outcomes. Moreover, the results suggest that the two motivational systems may have different effects on social outcomes.

e-mail: kcutura@yahoo.com

CORRELATES OF SUPPORT FOR SOCIAL POLICIES DIRECTED TOWARD BLACKS AND WHITES

Arnold K. Ho (University of California, Davis)

Since the 1960s, social scientists have questioned why public support for equal rights among racial groups in the U.S. has not been met by support for policies that promote equality. Sears (1997) argues that symbolic racism (SR), a blend of anti-black affect with traditional Protestant values, accounts for opposition against race-targeted policies. In contrast, Sidanius (1999) contends that an individual's social dominance orientation (SDO) predicts support for social policies, while SR acts as a mediating factor. The present study examines whether the race of potential beneficiaries of affirmative action, welfare, and Medicaid, affects support for these policies. 200 subjects at UC Davis were presented with vignettes portraying potential beneficiaries of these programs. The vignettes included pictures that portrayed either an African

American individual or a Caucasian individual. The study further examines whether SR, SDO, political orientation, and socioeconomic class predict support for the three policies. If SR predicts a significant amount of variance in policy support with SDO controlled, there will be evidence to show that SR may have effects independent from SDO.

e-mail: akho@ucdavis.edu

Paper Session C

STALLING STEREOTYPE THREAT: THE EFFECTS OF INDIVIDUATION

Sue K. Paik, Nalini Ambady, & Jason P. Mitchell (Harvard University)

Under stereotype threat, when an individual risks confirming a negative self-relevant stereotype, activation of the stereotype can inhibit performance on a subsequent, related task. Although a significant amount of research has been devoted to examining the phenomenon itself, relatively little is known about successful methods of intervention. This experiment tested the hypothesis that individuation prior to performance would eliminate impairment due to stereotype threat. Caucasian female participants in either a gender-prime or no-prime condition were each administered a mathematics test. Half of these participants first completed an individuating questionnaire; the other half completed a filler questionnaire. Gender primed, individuated participants outperformed primed, non-individuated participants and performed as well as unprimed, non-individuated (i.e. non-stereotype-threatened) participants, supporting individuation as a protective measure against the detrimental effects of stereotype threat. Possible mechanisms behind the effectiveness of the individuation manipulation as well as the practical implications of this intervention are discussed.

e-mail: paik@fas.harvard.edu

POSITIVE FEEDBACK BIAS TO MINORITIES: MOTIVATION AND ACTIVATION OF STEREOTYPES

Jeffrey J. Hansen (University of California, Santa Barbara)

Drawing on work from Harber (1998), this preliminary study explored the role of high quality versus low quality work plays in the delivering of positively biased feedback to a minority author. In addition, participants motivation to control prejudiced reactions was assessed. Twenty-nine undergraduate students participated in this preliminary study. Participants were asked to complete a personality survey and then provide feedback on an essay. Perceived author race was manipulated through an "Author Information Sheet", and essay quality was manipulated through the use of two essays of differing quality. Findings suggest that when work quality was low, white participants delivered more positive feedback to the black author than to the white author. When work quality was high, the difference disappeared. Furthermore, participant ratings in the black author condition were correlated with scores on Dunton & Fazio's (1997) Motivation to Control Prejudiced Reactions Scale. Findings are discussed in relation to prior research, and the future modifications and extensions of this study are considered. *Please note: The study described in this paper was completed under the supervision of Dr. Heather Horn of the Writing Program at UCSB for partial completion of a course. Dr. Blascovich is now the faculty sponsor for the replication of this study and further investigations.

e-mail: horn@humanitas.ucsb.edu

THE EFFECTS OF STEREOTYPING ON BILINGUAL COLLEGE STUDENTS' VERBAL TEST PERFORMANCE

Kimberly Rios (Stanford University)

Recent psychological studies on the effects of stereotyping have yielded two contradictory findings. On one hand, heightened awareness of negative stereotypes about a particular group often lowers the performance of that group's members on difficult, self-relevant tasks. On the other hand, prompting individuals to consider positive stereotypes about their group tends to improve performance on such tasks. The proposed research examines these phenomena as they

relate to bilingual Stanford students who are asked to complete a challenging verbal test. Based on evidence that the majority of bilinguals view bilingualism positively, yet many monolinguals still associate bilingualism with negative connotations, it is predicted that participants who fill out a survey about their personal attitudes toward bilingualism prior to being assessed will score higher than those who fill out a survey about others' perceptions.

e-mail: krios@stanford.edu

DISCLOSING POSITIVE AND NEGATIVE SELF-RELEVANT INFORMATION: HEALTH, WELL-BEING, AND MOTIVATIONAL PROCESSES

Kaori Takagi, Shelly Gable, & Kristin P. Beals (University of California, Los Angeles)

Fifty-three undergraduate participants were exposed to an experimental manipulation in which they either disclosed a secret that was important to them or disclosed a positive attribute of which they were proud. In addition, they completed dispositional measures of reward sensitivity and punishment sensitivity, and well-being and emotion measures. Blood pressure and heart rate data were collected every two minutes throughout the study. It was predicted that participants who were high in punishment sensitivity and in the secret-disclosure condition would have lower psychological well-being, and higher heart rate, compared with those who were low in punishment sensitivity in the secret-disclosing condition. It was also predicted that participants high in reward sensitivity would react more positively in terms of psychological well-being to the positive-attribute-disclosing condition than those low in reward sensitivity.

e-mail: kaorit@ucla.edu

PEER VICTIMIZATION AND ADJUSTMENT IN MIDDLE SCHOOL

Jennifer Mize & Sandra Graham (University of California, Los Angeles)

An increasing prevalence of school violence in recent years calls for a deeper understanding of the adjustment of early adolescents exposed to peer victimization. Using peer nomination procedures, students comprising an ethnically diverse sample of sixth graders (N = 1222) from eight urban middle schools were classified into one of four subgroups: aggressors, victims, aggressive victims, or non-aggressive, non-victimized individuals. Peer nominations were also used to assess peer acceptance and rejection, and students self-reported depression, loneliness, self-esteem, and social anxiety. Additionally, students' semester grades were obtained from school records, and teachers rated each student on their school engagement. Aggressive victims were the most rejected of all the subgroups. Victims, compared to aggressors and socially adjusted students, reported the highest levels of depressive symptoms, loneliness, low self-esteem, and social anxiety. Aggressors, victims, and aggressive victims had lower GPAs than their socially adjusted peers, and the three groups were rated by their teachers as significantly less academically engaged. Implications of involvement in victimization (either as an aggressor or victim) for school achievement and social adjustment were discussed.

e-mail: jmize@ucla.edu

Paper Session D

PYGMALION IN ORGANIZATIONAL TRAINING: THE WEIGHT OF EXPECTATIONS OF OBESE TRAINEES

Jenessa Shapiro & Miguel Quinones (Rice University)

This study assesses the impact of expectancy as a self-fulfilling prophecy in terms of the stigma of obesity within a trainer-trainee relationship. Past research has shown that an unfavorable halo effect imposed by instructors upon students results in inadequate future performance by their pupils (Rosenthal & Jacobson, 1968). This suggests that the existing stereotypes of obese employees, including unintelligence and laziness (Allon, 1982), may have a similar impact on training and future job competency. This experiment will use a web-based training interaction between pairs of participants role-playing "trainers" and "trainees" to examine the influence of trainee obesity on training outcomes. It is hypothesized that the obese trainees will perform worse than non-obese trainees and be less satisfied with the training. In addition, we hypothesize that trainers will provide lower quality, shorter training sessions to obese trainees. These findings will extend our knowledge of factors related to training effectiveness, challenge many of the currently held stereotypes of obese employees, and introduce technology as a means to eliminate the influence of visible stigma.

e-mail: jshapiro@rice.edu

SURVIVING A PH.D. PROGRAM: THE ROLE OF THE FACULTY ADVISOR

Megha Tailor, Julie Stephens, Brad Benziger, & Brandy Goeltzenleuchter (San Jose State University)

The process of getting a Ph.D. can be challenging, uncertain and time consuming. At the heart of the graduate education is mentoring (Kelly & Schweitzer, 1999). Mentoring by faculty has been linked to graduate students' retention, satisfaction and productivity (Willis & Diebold, 1997). In this vein, we will present outcomes from a qualitative project examining the graduate advisor-advisee relationship and ways in which socio-cultural factors such as gender, race, age, disability, sexual orientation, and ethnicity influence advising. Using Internet lists that targeted current doctoral students and new Ph.D.s from a variety of disciplines, we have collected 60 first person narrative statements to examine this relationship. Preliminary qualitative analysis identified common themes in the experiences of doctoral students, specifically positive and negative experiences with mentors, the process of acculturation to graduate school, and challenges in developing a relationship with an advisor. First person examples illustrating these themes will be presented in the context of the current literature on graduate students' experiences. Lastly, suggestions will be provided for students and faculty to improve the graduate advising experience.

e-mail: megtailor@yahoo.com

MANIFESTATIONS OF COVERT AND OVERT AGGRESSION IN WOMEN WITH BULIMIA NERVOSA

Ashwini Sagar (Stanford University)

Many different social, psychological and neurochemical influences can contribute to the development of bulimia nervosa in young women. Clinical literature shows a strong association between bulimia and impulsivity, but not as much attention has been devoted to the relationship between bulimia and aggressive behavior. This study examines 1) whether bulimic women display more covert and overt forms of aggression than control populations and 2) whether their

aggressive behavior is related to issues of food, body image, and exercise. A sample of 40 women (ages 18-23) completed written questionnaires and verbal assessments regarding their relationships with food, body image and self-esteem. The EDE (Eating Disorder Examination) was administered in order to assess the severity of each case. Aggressive behavior was reported through the Modified AAQ (Aggressive Acts Questionnaire) and the causation behind acts was analyzed with the free-write Pennebaker method. Results indicate that women with bulimia are significantly more aggressive than non-bulimic women. In written accounts during the Pennebaker method, descriptions of aggressive behavior are closely linked to issues surrounding the bulimia.

e-mail: ashsgar@stanford.edu

COMPARISON-ALTERED HEDONIC JUDGMENTS

Dawn N. Cotter & Jessica M. Choplin (University of California, Los Angeles)

We investigated evaluations of aversive experiences as a function of 1) improving or deteriorating trends and 2) the amount of improvement or deterioration. Participants imagined that they had to depend upon public transportation and wait for the bus each day in extreme weather. Each day, we manipulated the length of the wait and participants evaluated how aversive the wait was. The wait times either decreased (improved) or increased (deteriorated) or over 4 or 5 days, then returned to a wait time near the original, and repeated. Consistent with previous research (e.g., Varey & Kahneman, 1992), we found that given small differences between successive wait times, people evaluated particular times more negatively in the increasing than in the decreasing condition. However, contrary to previous research, given large differences between successive wait times, people evaluated particular wait times more negatively in the decreasing than the increasing condition. We present an account of these effects in which comparisons between successive events alter evaluations of events.

e-mail: dcotter@ucla.edu

ULTIMATUM GAME

M. Lieberman, G. Tabibnia, & R. Lai (University of California, Los Angeles)

The Ultimatum Game has been a popular experimental paradigm in behavioral economics to study irrational behavior. As for the rules, in each trial, the Proposer makes an offer of how to split a sum of money with another player. If the Responder accepts, each player keeps the monetary amount assigned by the Proposer. If the Responder rejects, then both players receives nothing. The present study is to determine the several parameters that yield a design of the Ultimatum Game for future neuroimaging studies, which aim to determine how the brain processes positive feelings (e.g. pleasure) differently from negative feelings (e.g. pain). During the experiment, for each offer, the computer will first show a picture of the Proposer, then show the offer, and finally give the subject a chance to press one button to "accept" or to "reject" the offer. Finally, they will be debriefed that there were no REAL Proposers.

e-mail: robbylai@hotmail.com

EFFECTS OF RACE AND BODY MASS INDEX ON PERCEPTIONS OF ATHLETICISM OF COLLEGE AGED MALES

Maria Arboleda (Rice University)

Research has shown that there are relationships between race and perceived athleticism. Studies have also shown that body image differs racially. This study aims to discover whether there is a relationship between body image, race and perceived athleticism. Participants were given a profile and asked to answer a questionnaire based on their perceptions of the student given in the

profile. The profile varied in race and BMI category. Results from 113 college-aged participants show that there is no main effect for Race. However, there was a significant effect of perceived athleticism when BMI was manipulated. There was also an interaction between Race and BMI. The implications of this interaction is that blacks will be seen as equally athletic regardless of their physical attributes.

e-mail: marbol@owl.net.rice.edu

POSTER SESSION

Courtyard A

THE MONOAMINE OXIDASE INHIBITOR, TRANYLCPROMINE, SELECTIVELY ENHANCES HIPPOCAMPUS DEPENDENT TRACE FEAR CONDITIONING

Quang D. Ma, Jennifer J. Quinn, Nazanin Fereydani, & Michael S. Fanselow (University of California, Los Angeles)

Recent findings reveal that the birth of new neurons occurs in several regions of the adult mammalian brain, including the hippocampus. Monoamines appear to regulate the proliferation of these new hippocampal neurons. Some evidence suggests that these new neurons are involved in the formation of memories. Certain types of classical conditioning depend on the hippocampus. Trace conditioning involves pairings of a conditional stimulus (CS) and an unconditional stimulus (US) that are separated in time, and requires an intact hippocampus. However, delay conditioning, in which the CS and US briefly overlap and co-terminate, does not require the hippocampus. In this study, we assessed whether chronic treatment with TCP would produce selective increases in trace fear conditioning. TCP produced a significant increase in freezing to the tone in trace, but not delay, conditioned animals on test. An increase in the number of hippocampal neurons may enhance hippocampus-dependent learning.

e-mail: qdma@ucla.edu

HOME LITERACY ENVIRONMENT AND SPEECH DEVELOPMENT

Gloria P. Jimenez & Judith G. Foy (Loyola Marymount University)

Previous research has shown that speech development and home literacy environment are related to phonological awareness and children's reading acquisition. What is not well understood is if and how speech development and home literacy environment are related. The link in this possible relationship may be phoneme awareness since it is the ability to manipulate sounds. In order to test the hypothesis that home literacy environment is positively correlated to speech production and speech production is positively correlated with phoneme awareness, we tested different aspects of phonological awareness and speech development in ninety-nine preschoolers and examined their home literacy environment through a questionnaire. The results showed that several aspects of the home literacy environment were related to aspects of speech development. Some aspects of speech development including vocabulary were related to rhyme awareness and not phoneme awareness. The findings support our hypothesis that speech development and home literacy environment are related, but refute our hypothesis that phoneme awareness is related to speech development. Instead we found rhyme awareness to be an important indicator of speech development.

e-mail: goylareina@aol.com

LETTER-NAME AND LETTER-SOUND KNOWLEDGE IN PRESCHOOL CHILDREN

Brandi Harris & Judith G. Foy (Loyola Marymount University)

Letter knowledge and phonological awareness are the two best predictors of early reading success, with letter knowledge being an important precursor for phonological awareness abilities. Knowledge of letter sounds is dependent upon a corresponding knowledge of letter names in school-aged children, and this relationship is differentially affected by the presence and location of the letter sound in the name of the letter. In order to investigate whether or not these patterns also occur in preschoolers, letter name knowledge, letter sound knowledge, and phonological awareness were assessed in 99 children from five preschools. Results confirmed a significant relationship between letter name and letter sound knowledge. Knowledge of letter sounds did not occur without knowing the names of the letters. A significant association between letter sound knowledge and phonological awareness was also found, but a less strong relationship occurred between letter name knowledge and the phonological awareness components. Analysis of the patterns of the presence and location of the letter sound in the corresponding letter name will be discussed in further detail.

e-mail: brandi_harris@msn.com

PERCEPTUAL LEARNING OF GABOR DETECTION: MECHANISM(S) AND BANDWIDTH

Debbie Dao (University of Southern California), Zhong-Lin Lu (University of Southern California), & Barbara Anne Doshier (University of California, Irvine)

Perceptual learning occurs when performance in a perceptual task improves with practice. Perceptual learning studies lend insight to the plasticity of adult perceptual systems and provide information about how the human perceptual system works. The present study investigates perceptual learning of Gabor detection and addresses the underlying mechanism(s) for such learning, whether or not learning in one orientation transfers to other orientations (bandwidth of learning), and whether or not there is a distinction in transfer between low and high noise conditions. We first measure observers orientation tuning curves in both low and high external noise conditions; we then train observers in the 45 degree orientation at eight noise levels (Doshier & Lu, VR99); and finally, we measure post-training orientation tuning curves. Through empirical evaluations as well as theoretical modeling, the study will provide insight into the processes that underlie perceptual learning.

e-mail: ddao@usc.edu

FACE PERCEPTION: DO CONTOURS GROUPS DIFFERENTLY INSIDE/OUTSIDE OF FACE CONTEXTS?

Alpna Agrawal, James R. Pomerantz, & Steve Jewell (Rice University)

Both behavioral and neuroimaging studies support holistic theories of processing and claim that faces are “special”; however, few have explored fundamental features that underlie the perception of a face. To investigate differences in grouping between

elements that do and do not configure into a face, we employed two performance tasks measuring reaction times (RTs) for the following indices of grouping: Garner Interference and Configural Superiority Effects. The stimuli ranged from isolated pairs of curved lines--((--to the same curved line pairs that, in context, defined the mouth and brow of a face. Analysis revealed significant differences in grouping between stimuli, not necessarily due to their facial likeness but to the addition of elements outside and inside the curves. Our answer to the question posed in our title is “No”— simple configurations of contours into faces fail to exhibit any “special” modes of processing here. The study raises questions regarding whether, to be processed as a face, a stimulus requires increased complexity and familiarity to tap into “special” modes of processing in deeper cortical structures.

e-mail: alpna@rice.edu

THE INFLUENCE OF SHAPES AND EDGES ON COLLINEARITY JUDGMENT

Evan Busch & Ernest Greene (University of Southern California)

Previous research shows that collinearity judgments can be skewed by the presence of nearby well-defined shapes (Greene, 1998). The data does not clarify whether this influence depends on the full shape or merely an edge. To determine this, eight right-handed undergraduates judged collinearity of two stimulus dots by marking a third dot upon the display field. Each subject judged an equal number of trials in the following conditions: 1) dots alone (control), 2) dots plus arc, 3) dots plus circle, and 4) dots plus disk. Across the pages of the test set, stimuli were random for line orientation and quadrant. Analysis showed that all three kinds of induction conditions significantly biased judgments compared to the control condition. Furthermore, all three produced roughly equal magnitudes of error. This suggests that the bias is caused by an edge and not a full object.

e-mail: EvanB12@aol.com

FAMILY POSITIVE AND NEGATIVE AFFECTIVE REACTIONS TOWARDS RELATIVES WITH SCHIZOPHRENIA AND RELAPSE

Steven R. Lopez, Ph.D. & Ann M. Murray (University of California, Los Angeles)

It is well established that hospitalized patients with schizophrenia who return to households that are characterized as having a negative emotional climate are more likely to relapse than those patients who return to households that do not have a negative emotional climate. The current research builds on past studies by examining both positive and negative emotional reactions of key relatives and their relationship to relapse. In addition, we examined the role of ethnicity in families' reactions. Specifically we compared emotional reactions of both European American (N = 40) and Mexican American (N = 35) key relatives. Overall, we found that families of both ethnic groups display a full range of both positive and negative emotional reactions. The findings that families express considerable positive affect helps to balance past depictions of families that emphasize their negative affect. In addition, we examined the interrelations of ethnicity, emotional reactions, and relapse. Overall, the findings suggest that the role of positive affect in the course of illness be explored further.

e-mail: amurray@ucla.edu

THE SELF-PERCEPTIONS OF BOYS WITH AND WITHOUT ATTENTION-DEFICIT HYPERACTIVITY DISORDER

Michael J. Potemra, Dara R. Blachman, & Stephen P. Hinshaw (University of California, Berkeley)

The self-perceptions of an ethnically diverse group of forty-nine boys (aged 6-12) with Attention-Deficit Hyperactivity Disorder (ADHD), sub-grouped by aggressive status, and forty-one typically developing boys attending five-week naturalistic summer camps were examined. Self-perceptions of competence were compared across diagnostic groups and relative to an objective measurement of performance in the social (peer sociometric), behavioral (observations of non-compliance), and academic (achievement test scores) domains. Aggressive boys with ADHD reported lower levels of global self-esteem than did controls, whereas all boys with ADHD reported lower perceptions of competence in the behavioral conduct domain than comparison boys. Aggressive boys with ADHD overestimated their competence in the social domain, whereas non-aggressive boys with ADHD and comparison boys underestimated their competence. Effect sizes were all moderate to large. The present study replicates earlier findings and offers further evidence that aggressive boys with ADHD constitute a unique population from non-aggressive boys with ADHD with respect to self-perceptions. Clinical applications of findings are discussed.

e-mail: calcuprodigy@aol.com

THE SPECIFICITY OF THE GENETIC HERITABILITY OF SCHIZOPHRENIA

Emmanuel P. Espejo (University of California, Los Angeles)

The present investigation tests the hypothesis that a genetic predisposition to schizophrenia may be expressed as a genetic predisposition to particular characteristic symptoms whose presence warrants the diagnosis of the disorder. We predicted that two genetically identical schizophrenic patients will exhibit similar characteristic symptoms with comparable degrees of severity. Using the positive and negative symptom assessments of seven monozygotic twin pairs concordant for schizophrenia, interclass correlational analyses revealed significant similarities in symptom severity in negative symptom criteria, but not in positive symptom criteria. The results suggest that negative symptoms may be associated with a greater genetic component as suggested by Dworkin & Lenzenweger(1984). The results may also demonstrate that positive symptom assessments may not be a reliable method of assessing the genetic heritability of those traits.

e-mail: eespejo@college.ucla.edu

POSTER SESSION

Courtyard B

CHILDREN'S ACCEPTANCE OF NON-OBVIOUS CATEGORY INFORMATION

Ambika Sud, Vikram K. Jaswal, & Ellen M. Markman (Stanford University)

This research addresses the role of linguistic input on children's construal of object categories. Previous research by Markman and Gelman (1986) shows that children rely on category information when making non-obvious inferences about properties of objects that are not visually similar (eg: an ostrich and robin both feed their young mashed-up food). To see how children weigh visual and linguistic cues in determining category membership, we showed three-year olds atypical examples of familiar animals and objects. For example, a picture of something with predominantly dog-like perceptual features was labeled a "cat." Using a non-verbal response measure, children's categorization of the object—dog or cat—was noted. Results showed that preschoolers do not always categorize based on the label provided, perhaps because they already have formed a strong hypothesis about members of specific well-known categories, and are now reluctant to accept exemplars that do not fit their hypothesis. However, adding a reason that may explain the atypical features of an object (eg: calling the atypical dog a "baby dog") increases acceptance of the label information given to children.

e-mail: ambika@stanford.edu

PEER VICTIMIZATION AND ACHIEVEMENT IN MIDDLE SCHOOL STUDENTS OF DIFFERENT GROUPS

Ifeoma Amah (University of California, Los Angeles)

Few studies exist which examine peer victimization among children living in urban areas with high rates of poverty, social problems, and community violence. This study examines the relationship between peer victimization and achievement (e.g. GPA and absenteeism) in middle school students from different ethnic groups (N=1,223). Differences in victimization as a function of ethnicity and gender will be investigated. Student self-report data will be analyzed to measure rates of self-perceived victimization. Peer nomination procedures, which measures rates of victims' acceptance and rejection will also be analyzed. Semester grade point averages and a questionnaire measuring students' attitudes towards school will also be examined to measure the effects of peer victimization on the academic achievement and attitudes in school. Thus, it is hypothesized that those individuals who experience greater victimization will more likely show lower achievement than those who are not victimized. Furthermore, the results will provide important information on future intervention for urban middle school students.

e-mail: iamah@ucla.edu

PLAY-DOH & PERSEVERANCE: THE POSITIVE CONSEQUENCES OF CREATIVE EXPERIENCE

Scott A. Akalis & Wendi L. Gardner (Northwestern University)

Past research in psychology has concentrated on the cultivation of creative products almost to the exclusion of studying the personal psychological consequences that follow from creative experience. In the spirit of the positive psychology movement, the present research explores whether creative experience might contribute to mental and physical forms of perseverance. Preliminary results suggest that participants who engage in a creative task show gains in perseverance on anagram problems and demonstrate greater endurance when holding together a hand grip device. These effects appear to be mediated by self-efficacy increases engendered by the creative experience. A discussion of the findings includes their implications for domains as diverse as education, art, and business.

e-mail: wildcat@northwestern.edu

THE ROLE OF SELF-ESTEEM IN SOCIAL GOALS

Mayra Moreno & Amy Strachman (University of California, Los Angeles)

The purpose of this study is to investigate how variables such as self-esteem are related to the type of goals people pursue in their social and personal relationships. Two ways in which people pursue goals are through approach and avoidance goals. Approach goals involve going after a desired outcome, while avoidance goals involve avoiding an undesired outcome (Carver & Sheiver, 1990). Participants took pre-assessments of self-esteem and social motivation and were then asked to read two brief essays about relationships, which they were told to rewrite word-for-word. It is predicted that framing of social goals in terms of avoiding negative outcomes will be associated with low self-esteem, remembering more negative events in the essays, and interpreting ambiguous information with a negative bias.

e-mail: mayra22@ucla.edu

SOCIAL CONSEQUENCES OF EXPRESSIVE SUPPRESSION

Jane Richards, Dawn Degere, & Jeff Lindsey (University of Washington)

It is not uncommon for people to suppress unwanted expressions of emotion. For example, people often maintain a "poker face" to conceal anxiety during a tense interaction or disappointment over having been dealt a bad hand of cards. Surprisingly little is known, however, about the social consequences of such efforts at expressive suppression. To investigate this, we studied unacquainted female dyads, who discussed their opposing views concerning a societal issue (e.g., abortion). Dyads were assigned to one of three instructional conditions: In the Suppress-Suppress condition, both participants were instructed to inhibit facial signs of emotion-expressive behavior during the discussion. In the Suppress-Control condition, one participant was asked to inhibit emotion-expressive behavior, whereas the other participant received no instructions concerning how she should behave. In the Control-Control condition, neither participant received instructions concerning how she should behave. Participants' perceptions of the

quality of the discussion (e.g., enjoyable, interesting) and of each other (e.g., likeability) were assessed after the discussion. Analyses suggest that expressive suppression undermined the quality of the discussion.

e-mail: jlindsey@u.washington.edu

SMILING THERAPY

Amir Safari Langroudi & Barry E. Collins, PhD. (University of California, Los Angeles)

The effects of having someone who you are about to have a conversation with smile at you will be investigated. Participants see a computer-generated face (Baldi) that is either smiling, frowning, or maintaining a neutral facial expression. The main variable of interest in these three groups is how happy the participants are after the study. It is hypothesized that participants who are in the smiling condition will be happier than people in either of the two other conditions, and participants in the neutral condition will be happier than participants in the frowning condition.

e-mail: alangrou@ucla.edu

MINORITY ACADEMIC ACHIEVEMENT: REACHING THE GOLD STANDARD

Dianna Gonzalez, Kelli Garcia, & Traci Mann, Ph.D. (University of California, Los Angeles)

The purpose of this study is to identify the path that economically disadvantaged ethnic minority students took to attend college and to identify the environmental resources that helped these students overcome any obstacles they may have faced. Twenty economically disadvantaged undergraduate minority participants from UCLA completed questionnaires and were interviewed about their high school experiences. The survey and interview included questions on family background, high school activities, educational and career goals, and peer relationships. Preliminary data suggests that participant's internal beliefs and social support lead them to see obstacles as sources of motivation. The goal of this study is to inform policy makers, educators, and parents about the environments and resources that foster academic success. Our findings will provide a template for future studies and will contribute a positive psychology of ethnic minorities that does not portray them as social deviants but rather as active agents negotiating a tough terrain.

e-mail: diannag@ucla.edu

Keynote Speaker

Albert Bandura, Ph.D.

On Shaping One's Future; The Primacy of Human Agency

Belief in one's efficacy is the foundation of human motivation, emotional well-being and accomplishments. Whatever other factors may operate as guides and motivators, they are rooted in the core belief that one has power to effect changes by one's actions. This address will analyze the sources of people's efficacy beliefs, their structure and function, the processes through which they produce diverse effects, and the means for building a resilient sense of efficacy for personal and social betterment. By acting on their perceived efficacy, people take charge of their lives in their education, health, emotional well-being, and work life. People work in concert to shape their social future. Through the exercise of perceived collective efficacy they take a hand in altering social conditions that affect their lives.

Biography

Albert Bandura is David Starr Jordan Professor of Social Sciences in Psychology at Stanford University. He received his bachelor's degree from the University of British Columbia in 1949 and his Ph.D. degree in 1952 from the University of Iowa. After completing his doctorate, Bandura joined the faculty at Stanford University where he has remained to pursue his career. He served as chairman of the Department of Psychology and was honored by Stanford by being awarded an endowed chair.

Bandura is a proponent of social cognitive theory. This theory accords a central role to cognitive, vicarious, self-regulatory and self-reflective processes in sociocognitive functioning. His recent book, *Social Foundations of Thought and Action: A Social Cognitive Theory*, provides the conceptual framework and analyzes the large body of knowledge bearing on this theory. He has authored countless articles and nine books on a wide range of issues in psychology. His most recent book, *Self-Efficacy: The Exercise of Control* presents efficacy belief as the foundation of action. Unless people believe they can produce desired effects by their actions, they have little incentive to act or to persevere in the face of difficulties.

Bandura's contributions to psychology have been recognized in the honors and awards he has received. He was elected to the presidency of the American Psychological Association and the Western Psychological Association, and appointed as honorary president of the Canadian Psychological Association. Some of the awards he has received include the Distinguished Scientific Contributions Award of the American Psychological Association; the William James Award of the American Psychological Society for outstanding achievements in psychological science; the Thorndike Award of the American Psychological Association for Distinguished Psychological Contributions to Education; the Distinguished Contribution Award from the International Society for Research in Aggression; and a Guggenheim Fellowship. He has been elected to the American Academy of Arts and Sciences, and to the Institute of Medicine of the National Academy of Sciences. He is the recipient of fifteen honorary degrees.

Benoit Monin, Ph.D.

Haven't we met before? When liking leads to familiarity

Research suggests that sometimes we can misattribute the positive affective reaction we have to a stimulus to prior exposure. As a result, when we like a stimulus we are more likely to think we've seen it before. So maybe the old pickup line "Haven't we met before?" is really the result of good-faith cognitive biases and not of (doubtful) strategic motives. I will show that we are more likely to falsely recognize attractive faces and positive words, and that this cannot be accounted for by the fact that attractive faces are more prototypical.

Biography

Benoit Monin received his undergraduate degree from a business school in Paris, France (ESSEC). He then continued on for a Master's degree in social psychology from the London School of Economics and Political Sciences. Benoit Monin received his Ph.D. with Dale Miller at Princeton, working on issues such as the expression of prejudice, pluralistic ignorance, cognitive dissonance, and familiarity heuristics. Professor Monin has a strong interest in the moral undertone of everyday decisions, and teaches a seminar at Stanford on this issue, along with the introductory course on social psychology.

FACULTY BIOGRAPHIES

Albert Bandura

David Starr Jordan Professor of Social Science in Psychology. Ph.D. Psychology, University of Iowa, 1952. Analysis of basic mechanisms of personal agency through which people exercise control over their level of functioning and events that affect their lives. One line of research is concerned with how people regulate their own motivation, thought patterns, affective states and behavior through beliefs of personal and collective efficacy. A second line of research examines the paramount role of self-regulatory mechanisms relying on internal standards and self-influence in human adaptation and change. These mechanisms are studied in the areas of sociocognitive development, affect regulation, health promotion and disease prevention, organizational functioning, and collective action for social change.

Gordon H. Bower

Albert Ray Lang Professor of Psychology. Ph.D. Experimental Psychology, Yale University, 1959. Study of human memory, mnemonic devices, retrieval strategies, recording strategies, and category learning. Interests in cognitive processes, emotion, imagery, language and reading comprehension as they relate to memory.

Herbert H. Clark

Professor. Ph.D. Experimental Psychology, Johns Hopkins University, 1966. Psycholinguistics. Study of cognitive and social processes in language use. Special interest in speaking, understanding, and memory in conversation. Study of word meaning and what speakers mean in saying what they say. Study of discourse.

John H. Flavell

Anne T. and Robert M. Bass Professor in the School of Humanities and Sciences. Ph.D. Psychology, Clark University, 1955. Theoretical and experimental work on cognitive growth in children. The development of children's knowledge about the mind.

Brian Knutson

Assistant Professor, Ph.D. Psychology, Stanford University, 1993. Neural basis of emotional experience and emotional expressions in mammals. Implications for personality, affective disorders, and addiction.

Jeanne W. Lepper

Director, Bing Nursery School. M.A. Education, University of Michigan, 1966. The project approach to early curriculum design. Effects of mixed age groups on children's social and cognitive development. Comparative educational practices, especially in the U.S., U.K., and Russia. Design of effective environments for young children. Worksite child care. Training of early childhood teachers.

Mark Lepper

Professor and, by courtesy, in the School of Education. Ph.D. Social and Developmental Psychology, Yale University, 1971. Strategies and techniques of expert tutors: Motivational and cognitive processes. Microcomputers in education: Effects of educational programs on children's intrinsic motivation and learning. Intrinsic vs. extrinsic motivation: Detrimental effects of superfluous social controls and strategies for enhancing intrinsic interest. Choice and its consequences: Cultural and situational differences. Social cognition and attribution processes: Attributional biases and inferential errors. Social and moral development.

Ellen M. Markman

Professor. Ph.D. Developmental Psychology, University of Pennsylvania, 1973. Cognitive and language development, especially, early lexical acquisition, conceptual organization, categorization, and inductive reasoning in children and infants.

Benoit Monin

Assistant Professor. Ph.D. Social Psychology, Princeton University, 2001. The moralization of everyday life; perceptions of group norms; prejudice and discrimination; cognitive dissonance; affect and memory.

Jeffrey J. Wine

Professor, and, by courtesy, of Molecular and Cellular Physiology. Ph.D. Physiological Psychology, University of California Los Angeles, 1971. The use of human cell culture as a model system to study basic cellular mechanisms such as second messenger regulation of ion transport. Techniques include intracellular microelectrode recording, patch clamp recording, and cell physiology. Study of DNA using SSCP mutation detection and sequencing to screen for natural animal models of human recessive genetic diseases.

Philip G. Zimbardo

Professor of Psychology at Stanford University. Internationally applauded for his teaching, he is the recipient of distinguished teaching awards from New York University, Stanford University, and the American Psychological Association. He has published a dozen books and more than 100 articles on a wide range of topics, from aggression and shyness to animal and human behavior, individuals, groups, and culture. The chief academic advisor for the Discovering Psychology telecourse, Professor Zimbardo has been teaching introductory psychology for more than 30 years.

Stanford University:

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- * 4 Pulitzer Prize winners
- * 1 winner of the Congressional Medal of Honor
- * 22 MacArthur Fellows
- * 21 recipients of the National Medal of Science
- * 3 National Medal of Technology recipients
- * 222 members of the American Academy of Arts and Sciences
- * 126 members of the National Academy of Sciences
- * 79 National Academy of Engineering members
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- * 6 winners of the Koret Foundation Prize
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The Iris & B. Gerald Cantor Center for Visual Arts

Thursday: 11:00 am to 8:00 pm

Friday / Saturday / Sunday: 11:00 am to 5:00 pm

Stanford Art Gallery Adjacent to Hoover Tower

Friday / Saturday: 11:00 am to 4 pm

Tresidder Memorial Union

Java City Cafe

Friday: 7:00 am to 2:00 pm

Saturday: 7:00 am to 2:00 pm

Sunday: 7:00 am to 11:00 am

Corner Pocket (pizza, smoothies, frozen yogurt)

Friday: 11:00 am to 7:00 pm

Saturday/Sunday: 11:00 am to 5:00 pm

Coffee House

Friday: 9:00 am to 12:00 am

Saturday: 11:00 am to 4:00 pm

Sunday: 11:00 am to 5:00 pm

Jamba Juice (smoothies)

Friday/Saturday: 9:00 am to 10:00 pm

Sunday: 8:00 am to 6:00 pm

The Treehouse (nachos, chicken, burritos, sushi, etc.)

Friday/Saturday/ Sunday: 10:00 am to 2:00 am

Tresidder Express Convenience Store

Friday: 7:30 am to 10:00 pm

Saturday: 9:00 am to 9:00 pm

Sunday: 9:00 am to 9:00 pm

Stanford Bookstore, White Plaza

Friday: 7:45 am to 9:00 pm

Saturday: 9:00 am to 6:00 pm

Sunday: 11:00 am to 6:00 pm

Track House Sports Shop

Angell Field, Corner of Campus Drive & Galvez Street

Friday/Saturday/Sunday: 9:00 am to 6:00 pm