

The General Psychologist

A Publication of the Society for General Psychology • Division One of the American Psychological Association

SPRING 2012 • Volume 47 • Issue 1

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DIVISION 1 PRESIDENT'S COLUMN

By Dean Keith Simonton, Ph.D.
University of California-Davis

The Orlando Program: The Psychology of Science and Psychology as Science

For many years, I have been fascinated with two interrelated issues: the psychology of science and psychology as a science. The former topic concerns the cognitive, differential, developmental, and sociocultural variables associated with individual creativity and discovery in the sciences, whereas the latter topic regards the field, domain, and individual characteristics conducive to the enhancement of psychological science. My interest in the psychology of science dates back to the beginning of my career, but it received a special boost in the mid-1980s when I attended the first-ever conference devoted exclusively to the subject. My conference presentation led directly to the 1988 book *Scientific Genius: A Psychology of Science*, plus dozens of publications ever since, including some in the *Review of General Psychology (RGP)*.

My research on psychology as a science grew out of the psychology of science. After all, if somebody is going to study scientific creativity, then one has to distinguish the sciences from other creative domains, such as the arts. Yet where does psychology fit in these distinctions? Is psychology a biological science, a behavioral science, a social science, or all, or none? My curiosity regarding this issue accelerated when I began teaching the history of psychology at both undergraduate and graduate levels. For instance, does our discipline's history have the same structure as observed in the history of



physics or biology? Are great psychologists comparable to great physicists or biologists? Research on these issues also yielded some articles in *RGP* and other venues.

The psychology of science and psychology as a science clearly overlap whenever we consider the cognitive, differential, developmental, and sociocultural factors that enable researchers and practitioners to contribute to scientific psychology. This convergence is treated at length in my 2002 *Great Psychologists and*

Their Times: Scientific Insights into Psychology's History. It will also provide the principal basis for my forthcoming Presidential Address: "Is Psychological Science a STEM Discipline? Field Attributes and Researcher Characteristics." Here I will explicitly use the psychology of science to evaluate psychology's status as a science.

Delivering a talk on the topic of choice is not the only privilege given the Division's President. He or she also has the opportunity of influencing the divisional program at the forthcoming APA Convention. For that purpose, I asked Dr. Gregory J. Feist to assemble a program with a heavy dose of both topics—and, if possible, their convergence. Greg was unusually well equipped for this task. In 2007, he received our William James Book Award for his *The Psychology of Science and the Origins of the Scientific Mind*, the definitive statement in the field. The year before he had also guest edited a special *RGP* issue devoted to that general

topic. Given these credentials, Greg's final program did not disappoint. Scattered throughout are events dealing with the psychology of science, psychology as a science, and even both at once. In particular, we will have symposia on "Psychology of Science as a General Psychology,"

"Naturalism, Transcendence, and the Nature of Psychological Inquiry," "History and Identity of Psychology," "The Boundaries of Psychological Science—Naturalism or Beyond?" and



"Revisiting Psychological Explanations: Reflections from Theoretical and Philosophical Psychology." Of course, the divisional program is by no means confined to those subjects. The program is truly worthy of a general psychology in its range and depth.

Therefore, I look forward to seeing all of you in Orlando!



LOOKING BACK AND LOOKING FORWARD: THE SOCIETY FOR GENERAL PSYCHOLOGY HIGHLIGHTS FROM 2011

Nancy Felipe Russo, Ph.D.
President
2010-2011

Dean Keith Simonton, Ph.D.
President
2011-2012

2011 was a busy and productive year. In general, our programs and initiatives were aimed at clarifying Division 1's mission, spotlighting key unifying concepts and shared goals of psychologists, and enhancing the Division's infrastructure. In addition to a shared history, unifying concerns include integration of theories, methods, ethics, and applications of psychology. Application is broadly conceived, encompassing teaching, research, and practice; common concerns include the public interest, diversity, public policy, economic issues, and training current and future generations around the world.

Responding to the need to communicate the usefulness of psychology to the public and policy makers, **Nancy Felipe Russo's** overarching presidential theme for 2011 was *Unification through Application*. She also established presidential initiatives in the areas of Diversity, Students & Early Career Psychologists, and Mentoring. In addition to

working with Program Chair **Jan Sigal** (left) on the presidential convention program theme, she asked that Division officers and committee chairs consider projects in initiative areas. Task Forces on *Teaching and Curriculum Change* (led by **Mindy Erchull**) and *Early Career Psychologists* (led by **Eric Charles**) were appointed

and given suite time to organize convention



programming. Executive Committee member **Brian Stagner** and Membership Chair **Mark Terjesen** developed new recruitment materials and free first-year memberships were offered in a recruitment effort that included distribution of membership information at the *National Multicultural Conference and Summit*. Suite programming at the convention was designed to provide students and early career

psychologist opportunities to meet and talk with distinguished psychologists.

Ceremonies in the suite for the *Anastasi* student research (led by **Harold Takooshian**, pictured right) and poster awards (led by **Emilio Ulloa** and **Monica Ulibarri**, pictured below) contributed to student outreach and networking efforts.



To implement the overarching presidential theme, in 2010 then-President-elect Russo asked Awards Committees to consider giving additional weight to applied work when applying



the award criterion of relevance to the Division's mission, with the goal of including awardee addresses as part of presidential theme programming at the 2011 convention. As a result, the program was enhanced by award addresses that featured applications. For example, the *William James Book Award* recognized [*Fooling Ourselves: Self-Deception in Politics, Religion, and Terrorism*](#) (Praeger Publishers, 2009), by **Harry Triandis** and the *Arthur W. Staats Lecture* was given by **Bill McKeachie**, pictured below with President Russo, who was recognized for his widespread impact on diverse aspects of psychology, particularly teaching.



Two Presidential Citations were awarded. One was to the [*Handbook of Adult Resilience*](#) (photo below: editors **Alex Zautra**, left, and **John Reich**, right, are pictured with President Russo, center; editor **John Stuart Hall** is not pictured).



The other citation was awarded to the [*IAAP Handbook of Applied Psychology*](#). Awards were given at symposia on handbook topics organized by the Handbook editors for the 2011 convention. A conversation hour with *IAAP Handbook* editors and authors, led by **Paul Martin**, was hosted in the Division suite.

The goal for the themed convention programming was to present a picture of the immense variability of applications of psychological science. Theme programming encompassed topics as diverse as creativity applied to education, business, therapy, morality, cognitive psychology applied to training in the real world, women in STEM careers, interpersonal violence prevention, health disparities, and applications of psychology to public health, among others. These symposia were structured so that they would be adapted to special sections or issues for broader dissemination in journals.

The unification of psychology does not stop at the border, so it should not be surprising that in response to a request from the American Psychological Association, our convention programming included a poster (pictured below) developed by **Alexandra Rutherford** and Nancy Felipe Russo describing Division 1 leaders' involvement in international activities.



In addition to being included in the special international poster display organized by APA at the convention, it will be posted on the

Division's new website. Our division has a close relationship with Division 52—International Psychology—and shared a suite with that Division at 2011 convention. Thanks to the profitability of our journal, *Review of General Psychology* edited by **Doug Candland**, we will be able to afford our own suite for the 2012 convention in Orlando. Last year we celebrated the 15th anniversary of the journal with a birthday cake at a social hour – a good time was had by all.



Mary Lou Cheal (above) retired as Awards Coordinator and was awarded a *C. Alan Boneau Award* for her outstanding service to Division 1. Because Cheal was unable to attend the convention, she was recognized at an award ceremony in her home. The other 2011 *Boneau Award* winner, Harold Takooshian, was recognized at the APA convention. **Josephine Tan** is our new Awards Coordinator and continues with the Sisyphean task of managing our awards and updating the *Award Handbook*.

It is not possible to give a complete portrait of everyone's activities – please see the Division roster for the complete cast of characters and elsewhere in the newsletter for more detailed descriptions of various activities. Our core activities and services are led by a healthy mix of “old hands” and “new blood” on the 2012 Executive Committee. For example, the newsletter is now ably edited by newcomer

Marissa Harrison, while former editor **Gina Brelsford** has taken on new responsibility as Secretary from **Robin Cautin**. **Robin Sakakini** retired as webmaster, replaced by newcomer **Grant Rich** (left), who is managing our listserv and working with **President Dean**



Keith Simonton on developing a new expanded division website.



Florence Denmark (left) is retiring as Fellows chair, currently transitioning with the new chair, **Richard Velayo** (right).

Although the APA Convention is the major time that Division 1 people can get together and interact, in 2011 we also sponsored a conversation hour with **Carol Tavris** and **Elliot Aronson** organized by **Bob Johnson** at the Western Psychological Association meetings (click on the logo below for more information about WPA).



Looking Ahead

Policy Committee:

Following up on last year's theme of unification through application, President Simonton appointed Russo to chair a Policy Committee (pictured below).



The goal of the Policy Committee is to organize and encourage follow-up activities aimed at dissemination of psychological knowledge that is useful for a policy-related purpose, including research funding policy advocacy.

Dissemination may be through journal and newsletter articles, through the book series, and on the Division's new website that is under development. Such work will provide diverse portraits of exemplars of psychology-in-action, illustrating that theory-based psychological applications are useful, and that theories interrelating some combination of biological, psychological, social, and contextual (historical, situational, and cultural) perspectives are most useful. Please see the *Applying Psychology* box on page 10 for an example. This work is conceptualized as supporting the Scientific Directorates' need to advocate for funding by demonstrating psychology is useful.

Diversity:

As past president, Russo made issues of diversity a strong priority for the division, and this priority continues under current President Simonton. We sponsored the *National*

Multicultural Conference and Summit (NMCS) for the first time, and were represented at the meeting by Russo and outgoing Council Representative **Bonnie Strickland**, pictured below (left) with Nancy Felipe Russo.



Our new Council Representative, **Rosie Phillips Bingham**, pictured below, is one of the founders of the *NMCS*.



We further upgraded sponsorship for the *NMCS* meeting in 2013. In particular, Division 1 has become increasingly sensitive to the need for greater diversity in its leadership. We have reached out to several members of underrepresented groups, encouraging them to stand for office in the division. Other members of underrepresented groups have been asked to join Division committees. Although much more

needs to be accomplished, it is evident that some progress has been made.

Students and Early Career Psychologists:

Because the age structure of the division is heavily skewed upward, a division priority is to attract students and ECPs. One approach to this end has been to offer one-year free memberships to all new members of the Division. While this approach is generally successful in attracting students and ECPs, it has been less successful in retaining them. The division's Task Force on Early Career Psychologists continues to make progress toward this goal. Last year, the Division's suite Convention Program included career preparation programming designed to attract our younger colleagues to Division 1 as well as opportunities to meet and interact with Division leaders and other distinguished psychologists. Because the Division can now afford its own suite at the forthcoming Orlando APA, we hope to provide more opportunities for students and ECPs to get involved in the Division's activities. Finally, in January 2012 the Division began working to have its website hosted with APA. Besides providing a more professional appearance and integration with the home site, it is hoped that APA Communities will provide a vehicle for reaching out to young psychologists. This new development will also enhance our effectiveness in our third initiative.

Mentoring:

Suite programming at the Convention is designed to provide students and early career psychologist opportunity to meet and talk with division leaders. With the help of Mark Terjesen, the new suite program chair, President Simonton plans to expand the suite programming in 2012. We further believe that the *Anastasi* student research and poster awards contribute to this ongoing effort. It is hoped that the new division website will also serve this function. Of note, we are pleased that **Zoeann Finze-Smith** is our new and energetic graduate student member on the Division 1 Executive Committee

Promotion of Psychological Science:



This year's Presidential Convention Program theme will be *The Psychology of Science and Psychology as a Science*. Toward that end, Simonton appointed **Gregory Feist** (left) whose book on the psychology of science won the Division's

William James Book Award, as our 2012 Program Chair. In addition to invited addresses and symposia, Simonton will deliver his divisional Presidential Address on psychology as a STEM discipline, using research in the psychology of science to offer an empirical assessment. It is argued that field attributes and researcher characteristics show that psychological science cannot be separated out from the natural sciences. The discipline's scientific status, of course, has important implications for psychological practice as well.

Call to Action

In sum, The Society for General Psychology has a broad mission, but what it can accomplish depends on the people who have vision of what needs to be done and who are willing to devote energy to making things happen. There is always a need for Convention Program reviewers, journal reviewers, and people interested in organizing programs at national and regional meetings, membership development, website/social media development, student outreach, and teaching and curriculum development, among other things. The Policy Task Force in particular can use help in identifying and preparing materials for our section of the new website.

If you want to become involved, check the Division 1 roster on page 42 of this newsletter and contact the relevant person—the president or the person in charge of relevant activity (e.g., Harold Takooshian, who heads up Outreach; Doug Candland if you want to review for the journal). You may simply click on a name to email the individual.

The success of Division 1 depends on its members—present and future.



Division 1 hard at work...

APPLYING PSYCHOLOGY TO PUBLIC HEALTH ISSUES



Carol Nemeroff, Lisa Rubin, Leonore Tiefer, Nancy Russo, and Linda Bartoshuk celebrate the symposium ***Unconventional Applications of Psychology to Public Health: Palatable and Unpalatable Perceptions***, which was designed to demonstrate the remarkable diversity of psychological applications to public health. From psychophysics and horticulture to wastewater treatment plants, from the medical clinic to the deconstruction of diagnoses, the symposium participants are using their talents to solve public health problems in ways that might not immediately come to mind.

Psychologists interested in informing policy-makers about the usefulness of the discipline have to be creative in communicating the many different ways in which psychology is useful and the many different levels of analysis and applications that are possible. This symposium provided exemplars of psychology applied to diverse problems, integrating basic biology, individual perceptual processes, ethical decision-making, and socio-cultural context. Watch for the **Policy Section** of the division website for more information about these and other illustrations of the usefulness of psychology.

**Program Summary
for Division 1 for the
upcoming APA
conference**



**Division 1 President Dean K. Simonton has chosen this year's theme as:
*THE PSYCHOLOGY OF SCIENCE AND THE SCIENCE OF PSYCHOLOGY***

EVENT, TITLE, and CHAIRPERSON	DAY/TIME	FACILITY/ROOM
Symposium (S): Beyond the Textbook—Psychology, Literature, and the Liberal Arts —Suzanne C. Baker, Ph.D.	8/02 Thu: 9:00AM - 10:50AM	Convention Center Room W311A
Invited Address (S): George A. Miller Award for an Outstanding Recent Article in General Psychology	8/02 Thu: 10:00AM - 10:50AM	Convention Center Room W303C
Paper Session (S): Giftedness and Achievement	8/02 Thu: 11:00AM - 11:50AM	Convention Center Room W304C
Symposium (S): The Study of Creativity as a General Psychological Science —Gregory J. Feist, Ph.D.	8/02 Thu: 12:00PM - 1:50PM	Convention Center Room W311D
Invited Address (S): Ernest R. Hilgard Lifetime Achievement Award for Outstanding Contributions to General Psychology	8/02 Thu: 2:00PM - 2:50PM	Convention Center Room W205A
Invited Address (S) —Florence L. Denmark, Ph.D.	8/02 Thu: 3:00PM - 3:50PM	Convention Center Room W107
Executive Committee Meeting (N): —Dean K. Simonton, Ph.D., M.A.	8/02 Thu: 7:00PM - 8:50PM	Peabody Orlando Hotel Celebration Room 11
Symposium (S): Psychology of Science as a General Psychology —Gregory J. Feist, Ph.D. —Christine Charyton, Ph.D., M.Ed.	8/03 Fri: 9:00AM - 10:50AM	Convention Center Room W311B
Symposium (S): Video Game Violence and Aggression—Did We Get the Links Wrong? —Christopher J. Ferguson, Ph.D.	8/03 Fri: 10:00AM - 11:50AM	Convention Center Room 304D
Business Meeting (N) — Dean K. Simonton, Ph.D., M.A.	8/03 Fri: 11:00AM - 11:50AM	Convention Center Room W101A
Poster Session (F)	8/03 Fri: 4:00PM - 4:50PM	Convention Center West Hall A4-B3

Convesation Hour: Boundaries of Psychological Science—Naturalism or Beyond? —Gregory J. Feist, Ph.D.	8/03 Fri: 5:00PM - 5:50PM	Convention Center Room W104A
Paper Session (S): Well-being in High School Students and Older Adults	8/04 Sat: 9:00AM - 9:50AM	Convention Center Room W103A
Presidential Address (S)	8/04 Sat: 10:00AM - 10:50AM	Convention Center Room 304C
Paper Session (S): History and Identity of Psychology	8/04 Sat: 11:00AM - 11:50AM	Convention Center Room 304B
Paper Session (S): Achievement and Adjustment in College Students	8/04 Sat: 12:00PM - 12:50PM	Convention Center Room W108A
Conversation Hour (S): Therapeutic Residential and School Environments for Special Needs Students with Case Examples —Russell Hyken, Ph.D.	8/04 Sat 1:00PM - 1:50PM	Convention Center Room W108B
Social Hour (N)	8/04 Sat 5:00PM - 6:50PM	Peabody Orlando Hotel Celebration Room 6
Paper Session (S): Contextual and Cultural Influences on Diverse STEM Students' Academic Journeys —Rachel L. Navarro, Ph.D.	8/05 Sun 9:00AM - 10:50AM	Convention Center Room W304H

Number of Sessions = 19
N = Non-substantive hour
S = Substantive
F = Free



Click the link below to watch our invited speaker, dynamic social psychologist and past APA President **Dr. Florence L. Denmark** (pictured left), receive the award for *Oustanding Lifetime Contribution to Psychology* at the 2011 APA Annual Convention.

http://www.youtube.com/watch?v=QZ7sCA71p_w

This YouTube video was posted by The American Psychological Association.

<http://www.youtube.com/user/TheAPAVideo>

Psychology Day at the United Nations

By Nancy Felipe Russo, Ph.D.



Division 1 is a proud co-sponsor of the **Fifth Annual Psychology Day at the United Nations**, held on April 19, 2012 in New York City. This year's theme is ***Human Rights for Vulnerable People: Psychological Contributions and the United National Perspective.***

Panels include:

- *Mental Health and Sustainable Development*
- *Refugees and Psychosocial Wellbeing*
- *Poverty Eradication in the Lives of Women and Children*

Other co-sponsoring organizations include the American Psychological Association (APA), the International Association for Applied Psychology (IAAP), the International Council of Psychologists (ICP), the International Union of Psychological Sciences (IUPsy), the Society for the Psychological Study of Social Issues (SPSSI), the Division of International Psychology, and the Society for Industrial and Organizational Psychology, among others.

Nancy Felipe Russo will represent Division 1 at the conference. Other prominent Division 1 leaders involved in the conference include Janet Sigal, APA Representative to the UN and conference co-organizer, with Martin Butler (IAAP Representative), Florence Denmark (ICP Representative), and Merry Bullock (APA International Affairs).

Psychology Day at the United Nations provides opportunities for UN Ambassadors, staff, and other NGO representatives to learn about the work of psychologists at the UN as well as to become more informed about what psychology can offer to the United Nations. It also illustrates the contributions of psychology to solving problems around the world.

The conference is free, but space is limited. **The deadline to register is April 12.** The online registration form and other information can be found at:

<https://sites.google.com/site/unpsychday/registration-information>

Programs and presentations from previous years are available online at <http://www.apa.org/international/united-nations/archive-psych-day.aspx>

For more information about APA at the United Nations, see: <http://www.apa.org/international/united-nations/index.aspx>

2012 Division 1 Executive Committee Elections

VOTE • VOTE • VOTE • VOTE • VOTE • VOTE • VOTE • VOTE • VOTE • VOTE • VOTE • VOTE



WATCH FOR YOUR 2012 ELECTIONS BALLOT!

Don't forget to vote in the 2012 Division 1 Executive Committee elections! **Ballots will be sent out around April 15 and they must be sent in before May 31.**

This year we are electing the President-elect and one member-at-large. The President-elect will be on the executive committee for 3 years, as President-Elect, President, and Past President. The new Member-at-Large will serve a three-year term. Candidate statements are found below. We have two nominees for president, and three for member-at-large.

We want to thank the candidates for their willingness to serve the Division, and urge all our members to vote in the Division's Elections.

2012 Nominations Committee:

Nancy Felipe Russo, Ph.D., Chair

Dean Keith Simonton, Ph.D.

Wade E. Pickren, Ph.D.

VOTE • VOTE • VOTE • VOTE • VOTE • VOTE • VOTE • VOTE • VOTE • VOTE • VOTE

Division One Elections | President-Elect Candidates

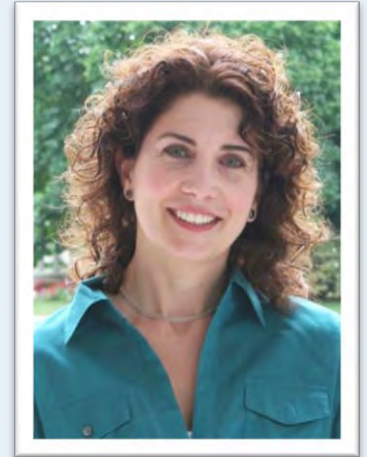
Robin L. Cautin, Ph.D.

robin.cautin@gmail.com

Manhattanville College

The efforts of Division 1 to promote the generalist perspective within psychology are more important today than ever before in our field's history. In an age of increasing specialization and fragmentation, the existence of a common framework through which to communicate is critical to the long-term success and utility of our discipline. If I am elected President of Division 1, I will work with my colleagues to further realize the Division's potential to demonstrate the interconnectedness of psychology's subfields and to reaffirm the common intellectual roots of our discipline.

Currently, I am Professor of Psychology and Associate Provost for Faculty Affairs at Manhattanville College. Prior to assuming my current role, I served as Chair of Psychology, and have been on the faculty since 2001. I earned my Ph.D. in clinical psychology from Case Western Reserve University in 1999 and my BA in psychology and philosophy from the University of Delaware. My research focuses on misconceptions in abnormal and clinical psychology, as well as on the history of psychology, particularly of clinical psychology and the life and work of David Shakow. During my tenure, I have taken on leadership roles within both the College community and in professional organizations. Most recently, I served as Secretary of Division 1 from 2008 – 2011, and as Program Chair for Division 26 (History) at the 2011 APA Convention.



Janet A. Sigal, Ph.D.

Janet2822@aol.com

Fairleigh Dickinson University

I am honored to be nominated for President of Division 1. I am a Professor Emeritus at Fairleigh Dickinson University, and received my Ph.D. in Social Psychology at Northwestern University. I taught Social Psychology courses at the undergraduate and doctoral level at Fairleigh Dickinson University, and was Department Chair for 6 years and Chair of the Institutional Review Board at the University for several years. My research interests are focused on women's issues, particularly violence against women from an international viewpoint.

At present, I am the Main Representative of the American Psychological Association at the United Nations, and also serve as the Co-Chair of the NGO Committee on the Family-NY. I am a Fellow of Divisions 1, 35 and 52. In 2010 I served as Program Chair for Division 1, and currently am a member and also the UN Liaison to the Division 1 Task Force on Policy.

If I were elected as President of Division 1, my primary mission would be to foster integration between scientists/researchers and practitioners in all disciplines of psychology. Division 1 is an ideal forum for researchers in all fields of psychology to communicate with and work with practitioners to apply and implement research findings in practical settings. As an applied social psychologist, I value the importance of the connection between researchers and applied psychologists who collaborate in finding solutions to problems. A secondary mission would be to attract international associates since it is essential for psychology to develop a broader vision encompassing global approaches and issues.



Division One Elections | Member-at-Large Candidates (One to be elected)

Gordon M. Burghardt, Ph.D.

gburghar@utk.edu

University of Tennessee

My commitment to interdisciplinary activities and scholarship within areas of psychology and with the natural sciences, social sciences, and humanities is of long standing and growing stronger with time. Fragmentation is too often the result as specialized research expands. I would see my role in Division 1 as encouraging an appreciation of the rich traditions reflected in our diverse history combined with the need for deeper multicultural and comparative approaches as we confront the future.

Gordon M. Burghardt is Alumni Distinguished Service Professor in the departments of Psychology and Ecology & Evolutionary Biology at the University of Tennessee. Dr. Burghardt received his Ph.D. in Biopsychology from the University of Chicago. His research focus has been on comparative studies of behavioral development in species as diverse as turtles, bears, lizards, crocodylians, and, especially, snakes. He has been particularly interested in bringing an ethological and evolutionary attitude to American psychology and has served as editor or editorial board member on numerous journals including *Ethology*, *Animal Learning and Behavior*, *Zoo Biology*, *Society and Animals*, *Journal of Applied Animal Welfare Science*, *Herpetological Monographs*, and *Evolutionary Psychology*. He is a past president of the Animal Behavior Society, immediate past editor of APA's *Journal of Comparative Psychology*, and immediate past president of Division 6 of APA—Behavioral Neuroscience and Comparative Psychology. He has edited or co-edited five books, including *The Cognitive Animal: Empirical and Theoretical Perspectives on Animal Cognition* (MIT Press, 2002) and *The Genesis of Animal Play: Testing the Limits* (MIT Press, 2005). His current research focuses on play in animals, feeding, antipredator behavior, genetics, and conservation of natricine snakes, cognition and behavioral enrichment in reptiles, responses of nonhuman primates to snakes, and the origins of religion.

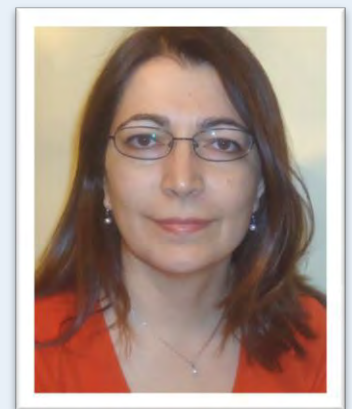


Senel Poyrazli, Ph.D.

poyrazli@psu.edu

Penn State Harrisburg

I am honored to be nominated as Member-at-Large for APA Division 1. I received my Ph.D. in Counseling Psychology from University of Houston and have been teaching at the Pennsylvania State University, Harrisburg campus, for the past decade. As an associate professor, I also coordinate two graduate programs in psychology. My research primarily involves college students' and immigrants' psychosocial adjustment processes; with cross-cultural competency being an additional research interest. My research has been published in well-known journals such as the *Journal of College Student Development*, *International Journal of Psychology*, *Journal of College Counseling*, *Journal of Humanistic Counseling Education and Development*, *International Journal of Stress Management*, and *Journal of Counseling and Development*. I was awarded a Teaching Excellence Award by Penn State Harrisburg in 2007 and the Faculty Diversity Award in 2010.



I am a fellow of the APA and the Eastern Psychological Association (EPA) and I am actively involved within both organizations. I completed a 5-year term as the editor of the international psychology division's official publication *International Psychology Bulletin*. I am a co-editor of *Eurasian Journal of Educational Research* and a consulting editor of *International Perspectives in Psychology*, published by APA. Through my editorship roles and mentoring activities, I work closely with several psychologists in different parts of the world.

Division One Elections | Member-at-Large Candidates

(Poyrazli, continued)

Within Division 1, I have been serving as an associate editor of *The General Psychologist* for the past three years. I have also been informally recruiting members for the division. For the past two years, I worked with both Divisions 1 and 52-International Psychology to share a suite at the APA convention to deliver different programming.

If elected, as a member-at-large person, I will work very closely with the board to support the division in its current direction while also helping the division to expand its role internationally.

Emilio C. Ulloa, Ph.D.

eulloa@sciences.sdsu.edu

San Diego State University



After receiving my Ph.D. in Social Psychology from Arizona State University, I entered academia as a faculty member at San Diego State University and was appointed the Director of Psychology Undergraduate Advising and Programs. My roles as teaching and research faculty and administrator have helped shape what I consider to be a nuanced perspective on psychology as a discipline. I believe psychologists, regardless of our specific training, can all serve the needs of our discipline through a commitment to our research, our institutions, and our students. I have served our profession as a site visitor for the Committee on Accreditation (Generalist), the coordinator for the Council of University-Based Directors of Clinical Psychology (CUDCP) annual Diversity Recruitment Event (Diversifying Clinical Psychology, as the chair of last year's Div. 1 student poster awards, and on the editorial board for *Culture and Ethnic Minority Psychology*. Currently I am an Associate Professor of Psychology, Chair of my institution's campus-wide Student Research Symposium, and Director of Undergraduate Advising and Programs in Psychology at SDSU. I would like to bring my energy and administrative experience to Division 1 and help shape the vision for its future as Member-at-Large for Division 1.



Announcement: Bylaw Change to Permit Online Voting

By Dean Keith Simonton, Division One President

Division One has been informed by the APA Central Office that we need to make the following change to our Bylaws:

ARTICLE V – Nominations and Elections

The President-Elect, the Representative(s) to the APA Council of Representatives and the Members-at-Large of the Executive Committee shall be elected by a preferential vote of the Society Fellows, Members, Associates and Affiliates who are members of APA on a secret mail or electronic ballot.

The underlined words should be added to allow online voting.

This change will be voted on at the division's business meeting at the 2012 Orlando APA. The announcement is made now in accord with Article IX of the Division One Bylaws.

Hope to see you all in Orlando!

FYI: Future APA Convention Dates

2012 Orlando, Florida
August 2-5 (Thursday through Sunday)

2013 Honolulu, Hawaii
July 31-August 4 (Wednesday through Sunday)

2014 Washington, D.C.
August 7-10 (Thursday through Sunday)

2015 Toronto, Ontario, Canada
August 6-9 (Thursday through Sunday)

2016 Denver, Colorado
August 4-7 (Thursday through Sunday)

2017 Washington, D.C.
August 3-6 (Thursday through Sunday)

2018 San Francisco, California
August 9-12 (Thursday through Sunday)

2019 Chicago, Illinois
August 8-11 (Thursday through Sunday)

2020 Washington, D.C.
August 6-9 (Thursday through Sunday)

2021 San Diego, California
August 12-15 (Thursday through Sunday)



<http://www.apa.org/convention/future.aspx>

Have Journal Editors Become Paper Pushers?

By Gordon G. Gallup, Jr., University at Albany, SUNY



I have served in a variety of editorial capacities. I have been a journal editor, an associate editor, an editorial board member, a reviewer, and an author. Based on my experience I am convinced it has increasingly become the case that some journal editors are publishing papers they often have not read and sadly, know little about.

When it comes to making editorial decisions, a growing number of editors are deferring to reviewers. I was asked to review a paper recently for a fairly prominent, high impact journal. Following the initial round of reviews the editor returned the paper and the reviews to the author without rendering a decision. Once the manuscript had been revised and resubmitted, it was sent back to the reviewers for further evaluation. Because the author was not willing to acknowledge some of the problems with his paper and was reluctant to take the necessary steps to address these issues, this led to a succession of revisions. In the process it became clear that the editor felt his job was simply to serve as a conduit for the transmission of correspondence back and forth between the author and the reviewers. Upon receiving the fourth revision I wrote back to the editor declining to review the paper again, and suggested that perhaps it was time for him to read the paper and the reviews, and render his own judgment about the merits (or lack thereof) of the paper. The editor did not reply.

This is not an isolated instance. Like proverbial deans, some editors have taken to counting rather than reading, i.e., they simply tally up the number of positive and negative reviews. On occasion, authors and reviewers can have

strongly held conflicting and even irreconcilable differences. Because of such deadlocks, I know people who have been forced to withdraw their papers because the editor was unwilling to intervene and take a stand. Being an editor is not a popularity contest. Editors need to make decisions that may not always be in the best interests of authors or reviewers, but rather in the best interests of the discipline. When I was an editor I rejected several papers that were unanimously endorsed by the reviewers, and I accepted one paper that met with uniform rejection by the reviewers. Editors should take responsibility for papers that appear in their journals. Editors have an obligation to publish papers that are rigorously reviewed, edited, and carefully evaluated. Reviewers are an essential component of this process, but reviewers should not be empowered to make editorial decisions. Reviewers should only be advisory to editors.

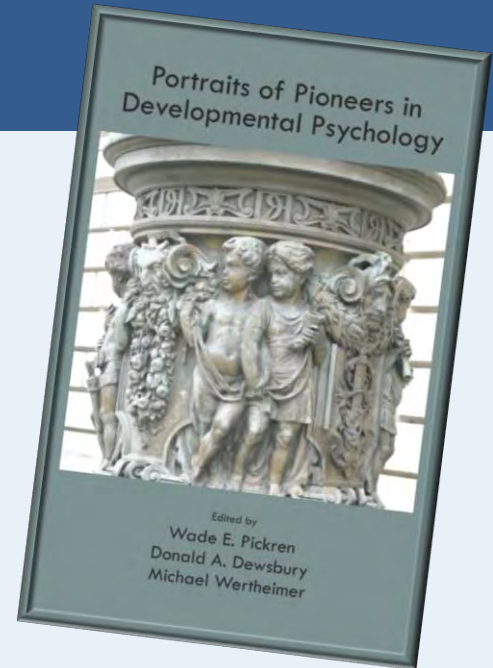
Fortunately, many researchers feel a professional obligation to review and evaluate papers submitted by others for publication. In the past, many journals provided reviewers with feedback consisting of copies of the other reviews along with the editor's decision letter to the author. In a growing number of instances, however, this is no longer the case, and perhaps as a consequence many reviews are not as thorough or constructive as they could be. Nor is it always the case that reviewers are given credit for their input. Journal editors used to acknowledge the important work of reviewers by publishing a list of reviewers in their journal on an issue by issue or annual basis, but unfortunately that practice has likewise become the exception rather than the rule.

NEW RELEASE:

Portraits of Pioneers in Developmental Psychology

Edited by Wade E. Pickren, Donald A. Dewsbury, and Michael Wertheimer

Published: October 2011
ISBN: 978-1-84872-896-7
Publisher: Psychology Press



By Donald A. Dewsbury, Ph.D., University of Florida

The series *Portraits of Pioneers in Psychology* is published under the sponsorship of The Society for General Psychology, Division 1 of the American Psychological Association.

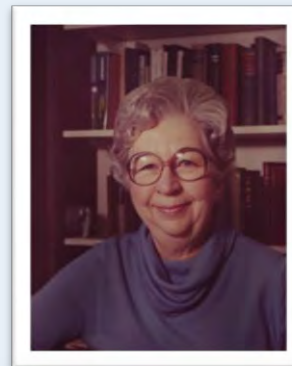
The history of the *Portraits* series was described in the Preface to Volume 1. Briefly, the project began with a series of convention presentations at regional meetings and the annual APA convention, where psychologists discussed various eminent predecessors using a variety of formats. Because these addresses were so popular, the Division 1 Executive Committee initiated published versions of these talks. The series gradually evolved into a set of more formal chapters.

There were six volumes published jointly by APA Books and Lawrence Erlbaum. After the sixth, Erlbaum was taken over by Taylor and Francis publishers who sought volumes with more focused themes. Thus, the just-released Volume 7, edited by Wade E. Pickren, Donald A. Dewsbury, and Michael Wertheimer, focuses on developmental psychology.

Volume 7 of the *Portraits* series highlights the impact of 16 developmental psychologists who made momentous contributions to their field: *Mamie Phipps Clark, Robert W. White, Lois Barclay Murphy, Florence Goodenough, John Paul Scott, Jean Piaget, Charlotte Bühler, Heinz Werner, Lev Vygotsky, J. McVicker Hunt, Helena Antipoff, Arnold Gesell, Lawrence Kohlberg, Roger Barker, Eleanor "Jackie" Gibson, and Sidney Bijou.*

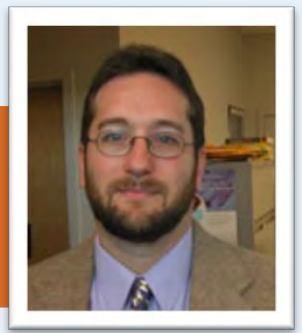
For more information and to order your copy of *Portraits of Pioneers in Developmental Psychology*, please visit:

<http://www.developmentalpsychologyarena.com/portraits-of-pioneers-in-developmental-psychology-9781848728967>



O Pioneers!

*From top: Eleanor "Jackie" Gibson; Lev Vygotsky;
Lois Barclay Murphy; Jean Piaget*

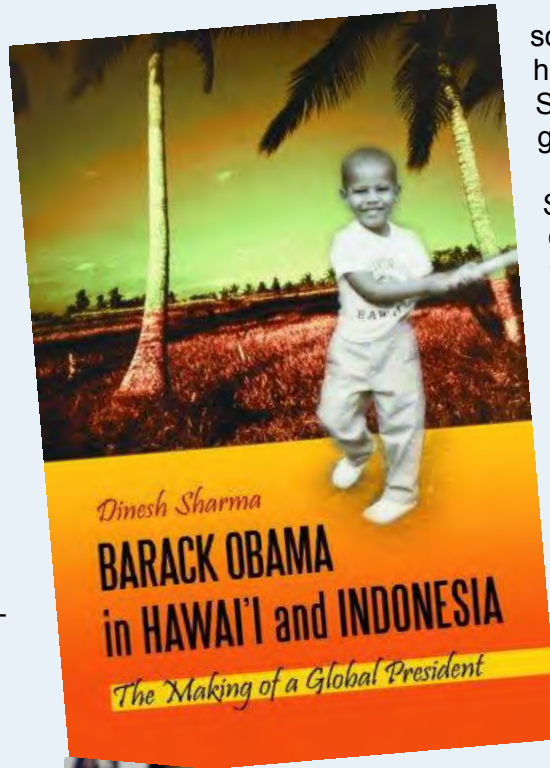


***Barrack Obama in Hawai'i and Indonesia:
The Making of a Global President***

By Dinesh Sharma

Praeger, 2011, 274 pages. ISBN-13: 978-0313385339

One of the more interesting and eloquent biographies on Barack Obama published to date, this book takes a unique perspective on the man and the president. Presented as the first cultural biography of America's 44th president, *Barack Obama in Hawai'i and Indonesia* attempts to understand the socialization of a multicultural President through the lens of Erik Erikson's stages of psychosocial development. Combining an analysis of the intersection of personal biography and cultural history—what sociologists would refer to as the development of the sociological imagination—the book charts the course of the development of the identity and beliefs of the nation's first black president. As the author explains, there is a deep connection between Obama's upbringing in Hawai'i, a state with a rich history of diversity and multiculturalism; his time spent in Indonesia, a nation with a strong secular Muslim population; and Obama's development as the first truly global president. As Obama proceeds through his childhood and young adulthood, his struggles to find his unique voice while coming to terms with the death of his mythologized, absent father shape Obama into the populist champion that he ultimately becomes. Sharma argues that this unique



socialization (well-detailed in the book) has prepared Obama to lead the United States to a rebirth in an increasingly global world.

Sharma details with great clarity Obama's time in Jakarta, Indonesia, where much of his early socialization took place. It is here, Sharma argues, that Obama began to shape his uniquely multicultural perspective. Finding his way in a predominantly Muslim country that was only beginning to emerge on the world stage, Obama learns the benefits of compromise and cultural relativism—traits that will serve him well in later roles as a community organizer, senator, and president. Later, returning to the multicultural state of Hawai'i, Obama continues his development and education at the Punahou school, further developing his intellect. The identity transition becomes complete only when Obama moves to the mainland and discovers that his father has perished in a car accident. According to Sharma, it is this defining event, that solidifies Obama's personality as he struggles to come to grips with the actions of his absent and somewhat mysterious father. It is here on the mainland that "Barry" fully adopts the name and accompanying identity of Barack Obama. Sharma suggests this is a hybrid identity that has prepared Obama to take the reins of a changing United States.

At times, however, the book becomes an Obama apology.

Several times, the book loses focus from the developmental psychology perspective that it takes and sneaks in an evident bias that detracts from the broader message. Indeed, there is often too little discussion of the specific connections to the normative crises explicit in Erikson's developmental stages. In its place, the author spends time dismissing canards. At the same time, the author creates some canards of his own. For example, Sharma declares Obama a great orator in the style of Obama's hero and father figure Abraham Lincoln and argues that Obama is uniquely qualified to avert a clash of civilizations. However, the author ignores legitimate evidence to the contrary as he tries to

make this case. Indeed, Sharma ignores the historic failures of the soft power he suggest that Obama employs.

It remains to be seen whether many of the predictions about the legacy of Barack Obama that Sharma makes will come true. It would perhaps have been wise to wait until the end of Obama's tenure to write the book. Despite the fact that the book stands as a brilliant approach to analyzing the development of a president, there is still much history to be written on the Obama presidency.

D1: Remember When?



2011 Division 1 Awards



The following awards were announced at the American Psychological Association meeting held in Washington, DC, August 4-7, 2011.

William James Book Award:

Paul Bloom for his book, *How pleasure works: The new science of why we like what we like*. New York: W. W. Norton & Company.

The Ernest R. Hilgard Lifetime Achievement Award:

John C. Norcross

The George A. Miller Award for an Outstanding Recent Article in General Psychology:

Ariel Knafo, Carolyn Zahn-Waxler, Carol Van Hulle, JoAnn L. Robinson, & Soo Hyun Rhee, The developmental origins of a disposition toward empathy: Genetic and environmental contributions, *Emotion*, 8(6), 737-752.

Arthur W. Staats Lecture for Unifying Psychology:

Ellen Langer

Anne Anastasi Graduate Student Research Award:

Under two years of graduate work:

Luis D. Medina, Individualism, collectivism, and cognitive fluency: How self-construals affect cognition

Two or more years of graduate work:

Michael K. Scullin, M.A., What is the role of sleep in cognition, health, and aging?



Anne Anastasi
Photo by Jonathan Galente

Anne Anastasi Graduate Student Recognition Awards:

Kristy E. Benoit, M.S., Interpretation bias in anxious mothers and their children

Rachel G. Higier, M.A., Neurocognitive functioning in twins with schizophrenia and bipolar disorder: An etiological perspective

Theresa A. Morgan, Links between temperament and function of problem behavior

Michael L. Sulkowski, M.Ed., Violence prevention and school crisis management

Anne Anastasi Student Poster Award:

Megan E. McFarland, BS, Negative social exchange as a mediator of the relation between interpersonal relationship style and psychological distress

Recognition Awards:

Amy M. Racanello, M.S., Too few symptoms to diagnose? A managed-care ethical dilemma
Nicole L. Fischer, M.S., Acculturation and life satisfaction among west African immigrants in the US
Arti Sarma, B.A., Self-esteem, valuing of education, and academic stress among undergraduates in Thailand
Vanessa B. Watts, B.S., Effect of harmful family dynamics on continuous dating violence: A meditational model
Ba Ole Choi, M.A., Relationship between maladaptive perfectionism and suicidal ideation: The mediating effects of hopelessness, depression, and psychache.

Alan Boneau Award:

MaryLou Cheal
Harold Takooshian

Presidential Citations:

The IAAP Handbook of Applied Psychology

Editors: Paul R. Martin, Fanny M. Cheung, Michael Kyrios, Lyn Littlefield, Michael Knowles, J. Bruce Overmier, & José M. Prieto

Publisher: Wiley-Blackwell

Handbook of Adult Resilience

Editors: John W. Reich, John Stuart Hall, & Alex J. Zautra

Publisher: The Guilford Press



Above:

Florence Denmark (Fellows Chair) and 2010-2011 President Nancy Felipe Russo congratulate new fellows

Congratulations to all our winners!

2011 SOCIETY FOR GENERAL PSYCHOLOGY ANASTASI GRADUATE STUDENT RECOGNITION AWARDS WINNER - HIGHLIGHTS



Kristy E. Benoit, M.S.

Doctoral Student
Virginia Tech
kristybenoit@gmail.com



Biography:

I am a fifth-year doctoral student in the clinical psychology program at Virginia Tech, where I work with Dr. Thomas Ollendick. I did my undergraduate work at Harvard and collected data for my honors thesis at Macquarie University in Australia.

I am broadly interested in childhood anxiety disorders, with more specific research interests lying in the areas of the intergenerational transmission of anxiety, information processing biases, cognitive bias modification, parenting behaviors, and interpersonal factors. My dissertation work aims to determine whether a uniquely interpersonal interpretation modification paradigm can alter the transmission of an anxious information processing style from clinically anxious mothers to their children. I hope to secure a pre-doctoral internship and a research post-doctoral fellowship that will allow me to continue this line of research.

Project:

The primary purpose of the proposed study is to investigate whether a uniquely interpersonal interpretation modification training can alter the transmission of an anxious information processing style from clinically anxious mothers to their children. In line with cognitive models of anxiety, research has shown that both anxious adults and children tend to interpret self-referent ambiguous situations as threatening (Mathews & MacLeod, 1994; Muris, in press). Further, anxious mothers have been shown to perceive child-referent threat when their children are in ambiguous situations (Creswell & O'Connor, 2006). A recent model suggests that maternal behaviors such as provision of threatening information, modeling of anxious behavior, and reinforcement of child anxiety may constitute the mechanism through which mothers transmit their anxious information processing style to their children (Creswell, Cooper, & Murray, in press).

Cognitive psychologists have begun to use experimental paradigms to show that interpretation biases play a causal role in the onset of anxiety. By training individuals to interpret ambiguous situations in a threatening manner, researchers have increased emotional responses, levels of state anxiety, and stress vulnerability for up to 24 hours (Hoppitt, Mathews, Yiend, & Mackintosh, 2010; Mackintosh, Mathews, Yiend, Ridgeway, & Cook, 2006). Interestingly, it has been suggested that this interpretation training is similar to what happens between anxious mothers and their children in the real world, where mothers effectively "train" their children towards threatening interpretations of ambiguity by continually providing positive reinforcement for such interpretations (Field & Lester, in press).

A currently burgeoning area of research is demonstrating that by training interpretation biases in the opposite direction towards benign interpretations of ambiguity, experimental paradigms can be used to decrease levels of clinical and trait anxiety in both adults and children (Beard & Amir, 2008; Vassilopoulos, Banerjee, & Prantzalou, 2009). Drawing on this well-documented experimental literature, and recently growing treatment literature, it has

been proposed that training parents to more benign interpretations of ambiguity may not only lessen their own anxious cognitions, but also reduce the anxious cognitions and behaviors they transmit to their children. Considering that cognitive-behavioral (CBT) techniques are only successful at alleviating symptoms for about two thirds of anxious children (Compton et al., 2010), this line of research could prove to be an important adjunct to current treatment options or a stand-alone treatment for CBT non-responders. The primary aims of the current study are as follows:

Aim 1: Investigate whether interpretation modification training can alter the transmission of an anxious information processing style from clinically anxious mothers to their children in the context of a specific anxiety-provoking task.

Aim 2: Examine the effect that interpretation modification has on general interpretation biases in anxious mothers and their children.

To address these aims, an experimental study will randomly assign clinically anxious mothers to receive either a training paradigm that teaches them to interpret child-referent ambiguous situations in a benign manner or a control condition that does not train interpretations either positively or negatively. Children will then be asked to participate in an anxiety-provoking speech task, discussing how they will approach the task with their mother before beginning. Mothers' behavior during this discussion will be coded, child and mother interpretation biases will be assessed, and children's ultimate performance on the task will be recorded.

It is hypothesized that the interpretation modification procedure will result in decreased child-referent anxious cognitions among mothers, less anxious maternal behavior during the discussion, fewer child self-referent anxious cognitions, and less anxious child behavior. It is also predicted that this procedure will decrease both parent and child general interpretation biases.

The proposed study will be a pivotal step towards assessing the feasibility of modifying anxious mothers' interpretation biases concerning their children. Results will contribute to an emerging body of research exploring the ameliorating effects of experimental paradigms that target information processing biases in anxiety. Given the high concordance of anxiety between mothers and children and the emerging evidence of transmission of an anxious information processing style, findings from this study will have implications for improving the current prevention and treatment options available for anxious children.

(References provided by the author upon request.)

“The brain is wider than the sky.”

-Emily Dickinson



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My experiences as a graduate student, predoctoral intern, and postdoctoral fellow have solidified my commitment to an academic career that involves applied research. I earned my B.A. in Psychology and History from Canisius College in 2006 and received my Ph.D. in School Psychology from the University of Florida in 2011. Currently, I am completing a postdoctoral fellowship in the Rothman Center for Pediatric Neuropsychiatry, which based in the Department of Pediatrics at the University of South Florida. As a predoctoral and postdoctoral investigator, many different experiences have shaped my trajectory in a career that will involve meaningful research, scholarship, and service.

I have been fortunate to collaborate on twenty-seven peer-reviewed publications, fourteen of which I have completed as the first author. I believe that my receipt of many university, state, and national awards also reflects this commitment. An award from the Melissa Institute of Violence Prevention funded my dissertation on student's willingness to report threats of violence and results from this investigation were recently published in *Psychology of Violence* and the *Journal of School Violence*. During the past year, I also was fortunate to receive the *University of Florida College of Education (COE) Outstanding Graduate Research Award*, an award that is given annually to a UF COE student who displays the greatest promise as a future investigator. Additionally, I have received the *Florida Association of School Psychology Doctoral Level Graduate Studies Award*, the *American Psychological Association Division 55 Patrick H. DeLeon Award*, and the *American Academy of School Psychology Irwin Hyman/Nadine Lambert Memorial Scholarship*. All of these awards recognize exceptional graduate student research and potential.

To date, I have published on a variety of diverse topics that crosscut different disciplines within psychology. For example, some of these topics include the assessment of psychopathology, long-term durability of therapy gains associated with cognitive-behavioral therapy for treating pediatric obsessive-compulsive disorder, strategies for overcoming barriers to using empirically supported therapies, and ways to facilitate collaboration between school psychologists and physicians. However, my research agenda recently has narrowed to focus on violence prevention, particularly in school settings. In this vein, I look forward to developing an applied research program that will benefit children and families and be highly competitive for extramural funding.

Currently, I am excited about investigating how specific biases and beliefs may contribute to violence in educational communities. For example, sensitivity to disrespect, beliefs about negative social reciprocity, rejection sensitivity, and beliefs about the legitimacy of aggression may contribute to violent behavior in youth. Additionally, I look forward to investigating relationships between different types of social support and youth violence. Although little is known about what causes violent behavior in some youth while not in others, parent and school support factors are positively associated with resilience and negatively associated with delinquency in children who have been exposed to community violence. However, perhaps contrary to expectations, peer support may be negatively associated with resilience in the domains of substance abuse and school delinquency. Thus, in a similar vein, I would like to test whether differences emerge between types of social support, resiliency factors, and violent behavior in youth.

In conclusion, I am grateful to have had so many opportunities to become involved in psychological research and pursue my research interests. Furthermore, I also am grateful to be a recipient of the *Anne Anastasi Graduate Student Research Recognition Award*. Ultimately, I look forward to making an impact on the research community while concomitantly bettering the lives of children and families through research and scholarship.

Optimizing Classroom Connection

By Jane S. Halonen, Ph.D., University of West Florida

Classroom engagement has become an important characteristic of teaching success in contemporary college classrooms. Largely due to investigations by George Kuh and his associates (Kuh, 2001; Kuh, 2003, Kuh et al, 2006), the positive impact of engaging practices is evident not just in improved student performance but in enhancing student retention. Engaged students work harder in class and stay longer in school.



What follows are ten recommendations for maximizing the connection between faculty and students to build an engaging classroom climate:

- **Harvest Data.** Gather meaningful information on the first day of class that can help you with your course planning. Most students enjoy disclosing personal information. Find out why students chose your college and class, what characteristics might make them unique, or any other personal history that can make a link to course content. You can illustrate the importance of data in the professional role of the psychologist by reporting the trends you observe in their disclosures on the second day of class.
- **Know Their Names.** Although it is time-consuming, learn names as quickly as possible to signal to students that they are worthy of your attention. Construct a seating chart and drop in their pictures to facilitate successful retention.
- **Change Your Paradigm.** Critics of higher education have challenged the educational model of “the sage on the stage” for its inability to produce enduring learning. The “guide on the side” represents a variety of alternative approaches that emphasize coaching, apprenticeships, class discussion, and other more active approaches that encourage students actively to experience the ways of thinking that a discipline has to offer.
- **Lecture Less.** Many students become transcribers in lecture contexts, which promotes limited engagement with the course content. Mini-lectures set the stage for activities (e.g., demonstrations, paired sharing, jigsaw problems) that are likely to have much more enduring impact on learning.
- **Require More Preparation.** Regular, automated quizzes can promote stronger preparation. However, other strategies can also send the message that the students should study before coming to class. Class activities that depend on earning points based on prior content mastery support deeper engagement with the material. Brief homework reflections (which you can grade on “all or none” effort to expedite your work) not only motivate students to read but can provide you with some guidance about which concepts were the most challenging or controversial.
- **Don’t Sweat Coverage.** Many faculty resist incorporating active learning in the classroom because they won’t be successful in covering all the content. Content coverage is a comforting

illusion. Making certain that critical content is “covered” (i.e., briefly presented) does not ensure that meaningful learning will transpire.

- **Be Funny.** Not everyone has a natural sense of humor in the classroom but everyone can find (and test drive) cartoons or stories that touch on the content and improve attention.
- **Hold the Bar High.** Although they may grouse at the time, students will be more grateful in the long run for faculty who set and maintain high expectations for content expertise and integrity adherence. Students fare better when they are stretched to discover their capabilities rather than allowed to wallow in their comfort zones.
- **Personalize Feedback.** On projects that must be graded, consider using a rubric and sharing the rubric ahead of time with the students. If you design the rubric properly, comprehensive and helpful grading can be expressed through a series of check marks leaving you some time to make personal comments about the strengths and weaknesses of student performance. In addition, a shared rubric can facilitate self-assessment that develops students’ metacognitive capacity.
- **Seek Course Corrections.** Rather than waiting until the semester is over, ask students for what is working and what could be improved at the half-way point. Sharing the results of the mid-course correction demonstrates that you listened to their concerns and might lead to more favorable formal teaching evaluations at the end of the semester.

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Please visit our friends at the *Society for the Teaching of Psychology*, APA Division 2. Click on the logo below.





The Universal Consuming Instinct

By Gad Saad, Ph.D., Concordia University

One of the first decisions faced by doctoral students in marketing is whether they'd like to be quantitative modelers or behavioral

scientists. If they choose the behavioral track, they then typically obtain specialized training in one or more of

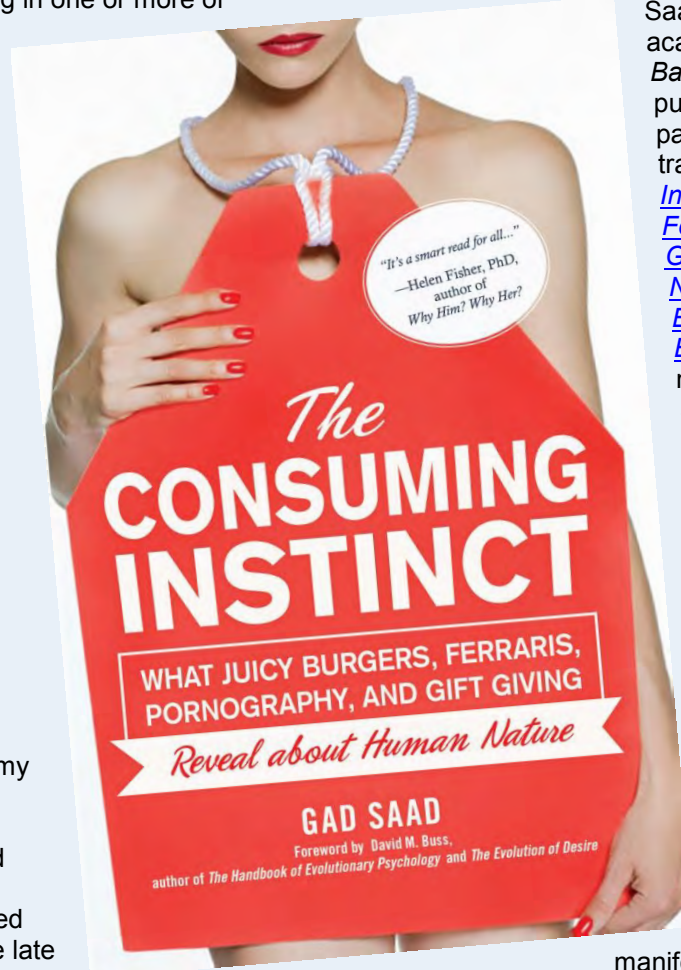
the cognate disciplines in the social sciences be it cognitive psychology, social psychology, cultural anthropology, or sociology. Irrespective of their decision, what has historically been common in all instances is the sheer absence of evolutionary psychology and related biological formalisms in the study of consumption (cf. Saad, 2006a, 2008a).

In fall 1990, I began my doctoral training at Cornell University excited at the prospect of becoming a consumer scholar. In my first semester and on the advice of my eventual doctoral supervisor the cognitive psychologist J. Edward Russo, I enrolled in Advanced Social Psychology taught by Professor Dennis T. Regan. One of the required readings in that course would have a profound effect on my professional career. At approximately the midpoint of the semester, the class was assigned the seminal book *Homicide*, coauthored by the Canadian-based psychologists Martin Daly and the late Margo Wilson (two of the founders of the then nascent field of evolutionary psychology).

Incidentally, Robert Kurzban, one of the current co-editors of *Evolution and Human Behavior*, the premier journal of the field, was enrolled in the latter course with me. Robert reminded me of this fact during his visit to my university in March 2011. In their brilliant book, Daly and Wilson offered evolutionary psychology as a parsimonious framework to explain a wide range of criminal behaviors that occur in universally similar ways irrespective of time or place (e.g., murder of a female spouse by her male

partner, male-male violence). Eureka! I would dedicate my scientific career to Darwinizing the study of consumer behavior via the consilient (unity of knowledge) framework afforded by evolutionary psychology.

For close to fifteen years, I have been infusing evolutionary psychology within consumer research (cf. Saad & Gill, 2000). In 2007, my academic book *The Evolutionary Bases of Consumption* was published. This was followed this past summer by the release of my trade book *The Consuming Instinct: What Juicy Burgers, Ferraris, Pornography, and Gift Giving Reveal About Human Nature*, and my edited book *Evolutionary Psychology in the Business Sciences*. Throughout my work, I argue that *Homo consumericus* could never be fully understood if scholars restrict their scientific pursuits to proximate causes. Rather, a complete and accurate exploration of any biological organism (including consumers) requires that one tackle ultimate causation, namely the Darwinian why to explain why a particular consumer preference, choice, or need exists in its particular form. The foods that we eat, the products that we use as sexual signals, the gifts that we offer to our family members and friends, are



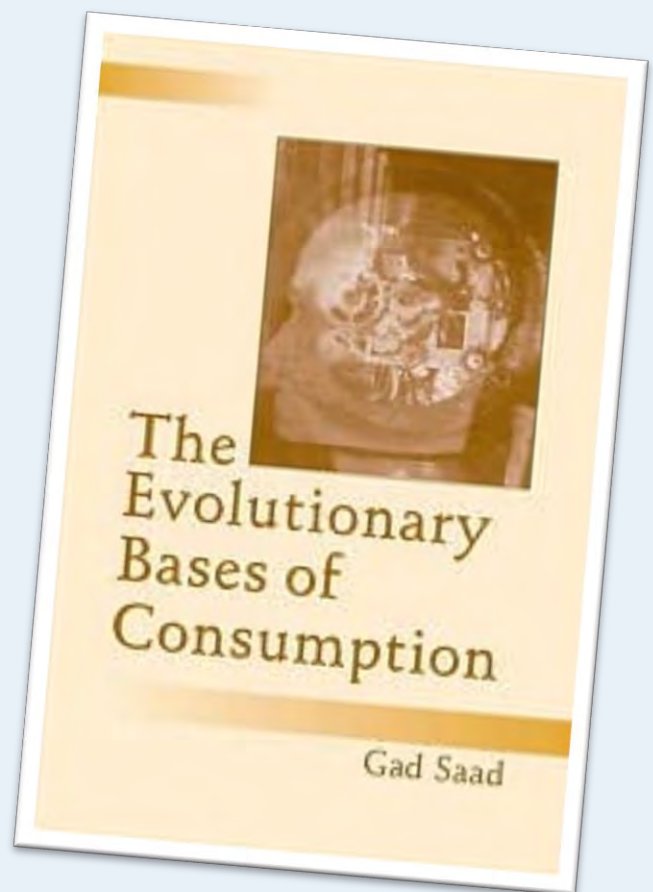
manifestation of four key Darwinian meta-pursuits: survival, reproduction, kin selection, and reciprocity. Furthermore, the cultural products that move us, be it song lyrics, religious narratives, romance novels, or movie themes, possess universally recurring themes that speak to a globally shared human nature. Ancient Greeks were as concerned with paternity uncertainty, sexual jealousy, sibling rivalry, intrasexual competition, and parental investment as we are today. Yes, culture matters, but underneath the rich tapestry of cross-cultural consumer differences one finds a foundation of human universals that defines the global consumer. Our shared

consuming instinct unites consumers from Bolivia, Japan, Tanzania, Kuwait, and Canada under a common Darwinian umbrella.

A profound epistemological benefit of evolutionary psychology is in its ability to promote interdisciplinarity (Garcia et al., 2011). Because of my evolutionary lens, I've been able to traverse intellectual landscapes that transcend disciplinary boundaries. My works have been published in a wide range of journal outlets including in marketing, business, psychology, economics, medicine, and bibliometrics. A sample of the broad range of topics that I have tackled include popular culture (Saad, 2012), gift giving to mates, kin, and friends (Saad & Gill, 2003), the representation of women in advertising (Saad, 2004), sun tanning behavior (Saad & Peng, 2006), sex differences in the ultimatum game (Saad & Gill, 2001), psychiatric issues (Saad, 2006b, 2007b, 2010), sex differences in online browsing (Stenstrom et al., 2008), neuromarketing (Garcia & Saad, 2008), mate choice/mate search (Saad, Eba, & Sejean, 2009), birth order and product innovations (Saad, Gill, & Natarajan, 2005), waist-to-hip ratios of online escorts (Saad, 2008b), the effect of the menstrual cycle on consumption (Saad & Stenstrom, 2011), the links between conspicuous consumption and men's testosterone levels (Saad & Vongas, 2009), the relationship between the 2nd-to-4th digit ratio and men's risk-taking proclivities (Stenstrom et al., 2011), and possible links between pathological gambling and testosterone (Stenstrom & Saad, 2011). These are radically different topics, all of which are linked via the consilience afforded by the meta-framework of evolutionary psychology. Life is too short to restrict one's self to myopic intellectual pursuits.

Psychology in general and consumer psychology in particular share a common epistemological weakness. They are comprised of insular and disjointed subdisciplines that nonetheless generate methodologically sound work. Unlike physics, chemistry, or biology, each of which possesses meta-theories that unite the cumulative findings onto a tree of knowledge, general psychology and consumer behavior alike have not historically possessed the requisite consilience of the natural sciences (see Saad, 2007, chapter 7, for an extensive discussion of this point). Accordingly, a desire to create a parsimonious and consilient body of knowledge in part drove my quest to Darwinize the field of consumer behavior. I am happy to report that after years of dogged resistance from my marketing colleagues (and social scientists in general), the paradigmatic winds are changing. It is becoming increasingly more tenuous for behavioral scientists to generate research programs that ignore if not contradict evolutionary principles. For example, the mantra that the great majority of sex differences are mere and arbitrary social constructions is

finding fewer sympathizers. Men and women share many similarities and exhibit numerous profound differences, all of which are rooted in an understanding of the adaptive problems that the sexes have faced in our evolutionary history. To summarize, consumers are shaped both by biological as well as cultural forces. A parsimonious understanding of our consuming instinct requires that we recognize the evolutionary forces that have shaped our minds and bodies. To paraphrase T. Dobzhansky's famous quote, nothing in consumer research makes sense except in the light of evolution.



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Two Recent Conversations with Dr. Olivia J. Hooker

By Robin L. Cautin, Ph.D., Manhattanville College



Robin Cautin and Olivia Hooker

Division 1 recently co-sponsored an event that featured the psychologist and social activist **Dr. Olivia J. Hooker**, Ph.D. At 97 years of age, Dr. Hooker described and reflected on her varied personal and professional experiences: as a young girl in Tulsa, Oklahoma during the Tulsa Race Riots of 1921, considered the most violent of all race riots in US history; as the first African-American woman to be enlisted in the US Coast Guard; as a school psychologist who worked in a variety of settings, including the Albion Correctional Facility, the Kennedy Child Study Center, and the Fred Keller School; and, as a psychology professor at Fordham University for 22 years (1963 – 1985).

Held at Manhattanville College in Purchase, NY, this recent event was inspired by the August 2011 interview of Dr. Hooker by psychologist-historian Dr. Alexandra Rutherford of York University, part of the American Psychological Association's (APA's) History Division program at the APA Convention in Washington, DC.

Prompted by Dr. Rutherford, Dr. Hooker described to the APA audience what it was like for her and her

family living in Greenwood, a section of Tulsa. "It was a very good life in those days because the businessmen of the Greenwood had everything that the population of Black people needed; we did not have to go downtown for anything, except the bank...so, we were very satisfied, and our egos were very strong because we had not been persecuted".

Dr. Hooker recalled the beginning of the riots "I was six years old when the riot came, but I had been in school for two years (at a little private school down the street) and so I could read, and I thought that everything in the Constitution pertained to me. I didn't find out until that day – on the 31st of May – that I was left out. And I didn't find that out until the riot had been going...I heard bullets on the roof and I said to my mother, 'How can it be hailing when the sun is shining?' and she said, 'Come with me'. She took me out from under the old oak table and took me to the window and looked through the blinds and she said, 'Look upon the hill...do you see that thing?' I said, 'Yes', She said, 'That's a machine gun. You see the American flag on top of the gun?' I said, 'Yes'. She said, 'That means your country is shooting at you.'"



The Indomitable Dr. Olivia J. Hooker

*Photo taken by U.S. Coast Guard Petty Officer
1st Class Thomas McKenzie*

Dr. Rutherford inquired about the effects of the riots on Dr. Hooker and her family. During the shooting, Dr. Hooker explained, her mother insisted on carrying on as she would have, so she put the children under the table and proceeded to prepare breakfast. "But when the mob came in," she recalled, "they got angry because she didn't run and she had the nerve to be cooking breakfast. So the first thing they did was to take my mother's pots with the cream of wheat and applesauce, whatever she had on the stove...they took it out and dumped it in the dirt...Then they came back and they opened the oven and the beautiful brown flaky biscuits, they took that out and stomped it in the dust. And then they came back and poured oil on my grandmother's bed; they didn't set fire because they were in there, but they fixed it for a later fire."

She described her father's persistent, although in the end futile efforts over the course of 7 years, to sue the insurance company, which refused to compensate them for the damage. Most recently, in 1997, one hundred four survivors of the Tulsa Race Riots, including Dr. Hooker, had initiated a class action suit, but the Supreme Court refused to hear the case. Dr. Hooker regretted that there was no recourse in the courts, but she characteristically offered cause for hope: "If we could stir up the conscience of America and they would all write to their legislators, it could be done by Congress if they chose."

Moved by the Hooker/Rutherford interview at APA in August 2011, a few members of APA Divisions 1 (General), 9 (Social Issues), and 26 (History), along with the support of the host institution, Manhattanville College, arranged for another opportunity to listen to Dr. Hooker describe and reflect upon her remarkable life. On October 20, 2011 at 7 PM, over 100 Manhattanville College students, joined by members of the community and by members of Divisions 1, 9, and 26 of the APA, filled the Ophir Room in Reid Hall to listen to Dr. Olivia Hooker.

As she did in August, Dr. Hooker recounted her experiences during the Tulsa Race Riots and its aftermath. After finishing college at Ohio State University during the Depression, she landed a job as a schoolteacher; she shared with the



Manhattanville audience some of the challenges of these early experiences. She also recalled the many children who would be referred for special education "because they didn't sit still"; but, as Dr. Hooker insisted, "Children can learn when they're moving". She described, for example, the "impossible" child who was simply inquisitive and persistent. Her remarks about this work stressed the importance of proper evaluations for children, lest they be mischaracterized and ultimately misplaced, thus "depriving the world of their contributions". Dr. Hooker worked tirelessly with parents and school administrators to do right by scores of children she assisted in her work as a schoolteacher, and later as a school psychologist.

In addition to recounting memories of the Tulsa Race Riots and her early years as a schoolteacher, Dr. Hooker discussed becoming the first African-American woman to enlist in the United States Coast Guard. Although she had been thoroughly enjoying her work as a schoolteacher, she explained, "We had worked so hard to get the Navy to agree to have Black women in the Navy. [...] So I thought if I joined [the Coast Guard] and if I lived, maybe some other people will come." She further recalled, "They called us SPARS", based on the Coast Guard's motto, *Semper Paratus*, meaning, "always ready", and she was sent to Manhattan Beach in Brooklyn, NY for basic training.

After the service, Dr. Hooker earned her Master's Degree in psychology from Teacher's College, Columbia University. She earned her doctorate in clinical psychology at the University of Rochester.



Deservedly so, during the 2011 APA convention the APA President Melba J. T. Vasquez awarded Dr. Olivia J. Hooker, PhD with this presidential citation:

Olivia Hooker, Ph.D. For her capacity to overcome adversity through her contributions to psychology and social justice. As a survivor of the Tulsa Race Riots of 1921, Dr. Hooker learned at an early age to turn adversity into opportunity and to use her many gifts and talents in service to others. She was the first African American woman to go on active duty in the United States Coast Guard and among the first group of women to obtain a PhD from the University of Rochester in clinical psychology. She has dedicated herself to the acceptance and understanding of developmental disabilities. She was one of the founders of APA's Division 33, Intellectual and Developmental Disabilities, and served as an early director of the Kennedy Child Study Center in New York City. As a faculty member at Fordham University, she mentored many students and shaped their professional lives.

A model of resiliency and courage, Dr. Hooker helped to found the Tulsa Race Riot Commission. She has worked tirelessly to ensure that victims of racism and violence are not forgotten. Throughout her life Dr. Olivia Hooker has served the cause of social justice and done so with grace and humility. True to the mission of the American Psychological Association she has embodied the principle of promoting human welfare.

For more on Dr. Olivia Hooker, see:

MacKay, J. (2011, Fall). Embodying the principle of promoting human welfare: The life of Olivia Hooker (b. 1915). *The Feminist Psychologist*.

Photo Below: On October 20 at 7-9 pm, over 100 students joined a few officers of Division One to fill the elegant Ophir Room of the majestic Manhattanville College "castle" for a magical evening with legendary psychologist Olivia J. Hooker. For 90 minutes, Professor Robin L. Cautin and the audience questioned Dr. Hooker, as she recounted her remarkable career and life of 97 years, beginning with the deadly Tulsa Race Riots of 1921, and 70 years of social justice research, teaching, and service.



What are you reading?

Editor's Picks: Marssa A. Harrison, Penn State Harrisburg

Books:

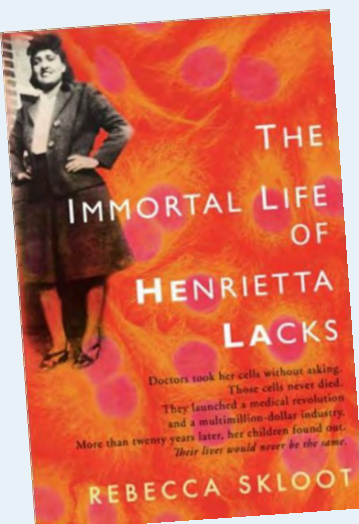
Flam, F. (2008). *The score: The science of the male sex drive*. New York, NY: Avery. 224 pages. ISBN-10: 1583333126

Skloot, R. (2010). *The immortal life of Henrietta Lacks*. New York, NY: Crown. 384 pages. ISBN-13: 978-1400052172

Small, G., & Vorgan, G. (2010). *The naked lady who stood on her head*. New York, NY: Harper Collins. 288 pages. ISBN-13: 9780062014009

Articles:

Brelsford, G.M., Luquis, R., & Murray-Swank, N. A. (2011). *College students' permissive sexual*

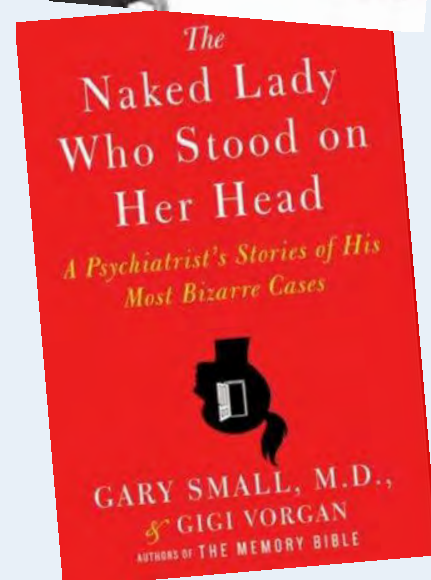


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Lee, S.W.S., & Schwarz, N. (2011). *Wiping the slate clean: Psychological consequences of physical cleansing. Current Directions in Psychological Science, 20(5), 307-311.*

Legg, A. M., & Wilson, J. H. (2009). *Email from professor enhances student motivation and attitudes. Teaching of Psychology, 36, 205-211.*



Your Recommendations:

Nancy Felipe Russo, Oregon State University, APA Division 1 Past President:
Ellen J. Langer's *Counterclockwise*

Jane Halonen, Dean of the College of Arts and Sciences University of West Florida:

Keith Stanovich's *How to think straight about psychology*

Diane Halpern's *Thought and knowledge*

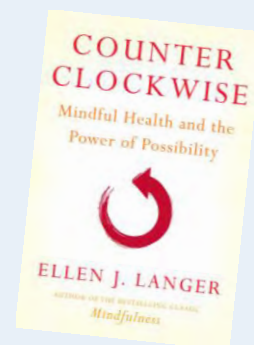
Ellen J. Langer's *Mindfulness*

Robert Cialdini's *Influence: The Psychology of Persuasion*

Oliver Sacks's *The man who mistook his wife for a hat*

R. Nathan Pipitone, Assistant Professor of Psychology, Adams State College:

Harrison, M.A., Shortall, J.C., Dispenza, F.D., & Gallup, G.G., Jr. (2011). *You must have been a beautiful baby: Ratings of infant facial attractiveness fail to predict ratings of adult attractiveness. Infant Behavior and Development, 34, 610-616.*



Book Review

by Thomas F. Cloonan, Ph.D., Fordham University



The Psychologically Literate Citizen: Foundations and Global Perspectives

Edited by Jacquelyn Cranney and Dana S. Dunn
Oxford University Press, 2011, 357 pages.
ISBN: 978-0-19-979494-2

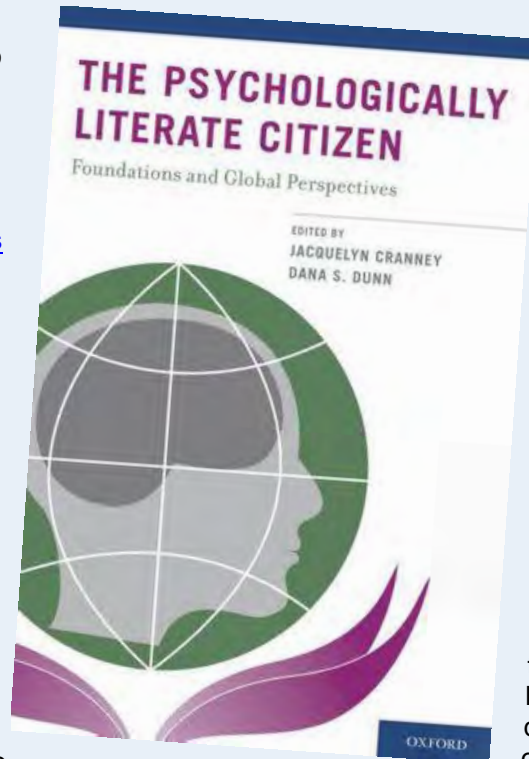
Links of Psychological Literacy

We now have a manual that brings to psychology the notion of "psychological literacy." It addresses departmental and curricular planning for enabling students to learn the lifeworld relevancies of psychology. In Chapter 14 of [Cranney and Dunn's book](#), Annie Trapp and Jacqueline Akhurst refer to the term's formal definition:

The term resonates with two criteria in McGovern and colleagues' (2010) definition of psychological literacy, namely "Applying psychological principles to personal, social, and organizational issues in work, relationships, and the broader community" (p. 11) and "Being insightful and reflective about one's own and others' behavior and mental processes" (p. 11). (p. 191)

The 23 chapters of this book examine different dimensions of psychological literacy. The book's exposition on psychological literacy moves the topic up from individual classroom efforts by teachers to a profession-wide explication and application of psychology's relevance to undergraduate students' lifeworlds. The introductory course is the first place for promotion of psychological literacy.

In educational language, the authors view psychological literacy as an anticipated student learning outcome (SLO) in undergraduate education. "SLOs are concrete statements that indicate what students will know or be able to demonstrate once they have completed an activity, a course, or a major . . ." (p. 17). "Know" or "demonstrate" for psychological literacy is with respect to the transfer of psychological findings, theories and principles to the lifeworld.



Institutional and departmental planning is necessary for the accomplishment of psychological literacy in students. It is top-down in character. Equally necessary is the bottom-up involvement of students. In Chapter 11, Jacquelyn Cranney and colleagues (11 of them) refer to a priority of student-initiative in the development of SLOs for the psychological literacy of students. "Emphasis is on student-centered, active L&T [learning and teaching] strategies, with progressive development of SLOs and 'real-life' connections being made wherever possible" (p. 148). Student-centered learning is bottom-up engagement of psychological literacy.

The book is primarily directed to educators. Masterfully, it illuminates the top-down development of psychological literacy; that is, the articulation of SLOs, departmental planning, and curricular re-orientations. An elaboration of the bottom-up dimension of student-centered learning would be an excellent companion to this book. I have in mind as focus for such an approach the work of Carl Rogers (1969) on student-centered learning. It remains as radical in 2012 as it was in the year of its original publication. It involves individual contracts drawn up by student and instructor tailoring the course's objectives to individual student lifeworld relevancies within the context of the course's catalogue description.

No review can do this book the justice it deserves. There is so much more within it to discuss. Some of the presented concepts worthy of extended discussion are the global citizen (pp. 96-99), ethical literacy (pp. 41-55), online asynchronous discussion groups (100-101), and the behavior modification example of "applied approach" to teaching psychological literacy (pp. 149-150). The book is "long time coming." Teachers of psychology will find it particularly interesting.

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Rogers, C. R. (1969). *Freedom to learn*. Columbus, OH: Charles E. Merrill.



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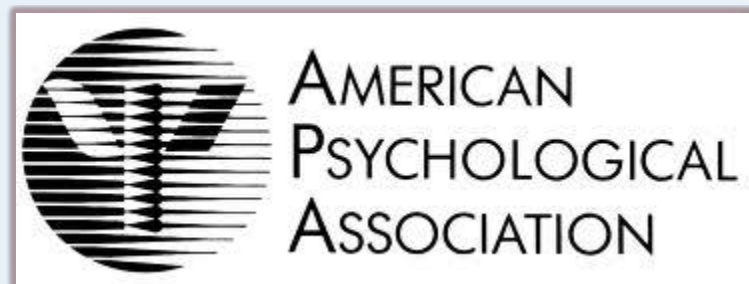
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Research with Purpose and Passion: Social Justice and Transgender Persons

By Franco Dispenza, Georgia State University
franco.dispenza@gmail.com

It has always been my belief that the art of inquiry is best displayed with colors of passion, intrigue, and devotion. Personally, the most stunning of inquiries are the ones that promote the betterment of lives around the globe. As an emerging psychological researcher, educator, and practitioner, I have always been particularly drawn to the voices of the oppressed and abused. Throughout my doctoral training I aspired to integrate social justice advocacy in all of my training and professional endeavors, with the hopes of promoting a better life for diverse transgender persons. When asked why I immerse myself in this work with this population, I often respond with this: “helping to better the life of one individual means bettering the lives of all.”

Through the advisement of exceptional scholars, I recognized that I had to steer away from classical quantitative methods and statistics. Hypothesizing would only bring me to a point of testing presupposed assumptions that were rooted in my privileged world view. I found myself gravitating back to epistemology and philosophy, and grounded myself in qualitative research in order to capture the actual lived experiences of transgender persons. In addition, given the difficulty that transgender persons have accessing employment, I found myself passionate about understanding the world-of-work for transgender persons. I turned these passions and inquiries into a research agenda, and made attempts to better understand the career development of transgender persons.

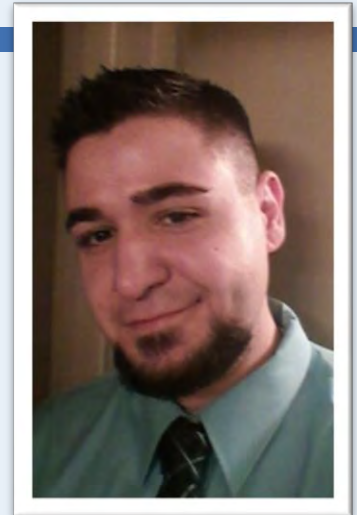
After much conceptualizing and pre-planning, I had the opportunity to interview nine diverse female-to-male (FTM) transgender persons. I asked questions about their work, education, psychosocial development, family, hardships, and life joys. The most profound aspects to be impacting their lives were career-related discrimination experiences. Forms of discrimination included gender microaggressions in discourse and communication, difficulty accessing health care, discrimination within institutions of higher education, and even being terminated, fired, or turned down for employment by members of other oppressed and marginalized groups (Dispenza, Watson, Chung, & Brack, 2012).

I also had an opportunity to interview an additional eight male-to-female (MTF) transgender persons about their career trajectories.

When analyzing interviews from both MTF and FTM transgender persons, what emerged from the data was that family relations played a significant role in the career development of these transgender individuals. Growing up in a supportive family environment may have helped with fostering perceptions of greater satisfaction with one’s transgender identity, and may have led to greater satisfaction levels with the career development process experienced during adulthood (Dispenza & Chung, 2010). In addition, the results from these interviews revealed that career related interests and skills developed “normally” throughout childhood and adolescence, despite the participants stating an overwhelming struggle with gender dysphoria throughout their childhood and adolescent years (Dispenza & Chung, 2010).

I believe it is important to affirm that the core of a psychologist’s identity is his/her ability to acquire and mobilize knowledge for the advancement of the profession. Some of us are further called to use our privilege as psychologists to help advance the lives of others.

What I have mentioned above are just some highlights of the work that the research team and I have pursued. Transgender persons are an important group, and a group who’s rights that I—and others—will continue to advocate.



Franco Dispenza is a doctoral candidate in Counseling Psychology at Georgia State University. He is currently completing his pre-doctoral psychology internship at the Georgia Institute of Technology Counseling Center. A native of Brooklyn, New York, Franco completed his Bachelor's (Psychology and English) and Master's (Rehabilitation Counseling) degrees from University at Albany, SUNY, and is a nationally Certified Rehabilitation Counselor (CRC). His professional interests include sexual and gender identity, social justice, and mental health practitioner education. He also has scholarly interests in stress, trauma, and vocational psychology.

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- Dispenza, F. & Chung, Y.B. (2010, August). The intersection between transgender identity, childhood/adolescent development, and career development. Paper presented as part of a symposium during the 118th APA Convention, San Diego, CA.



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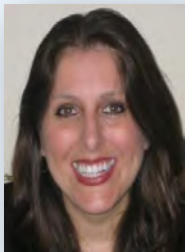
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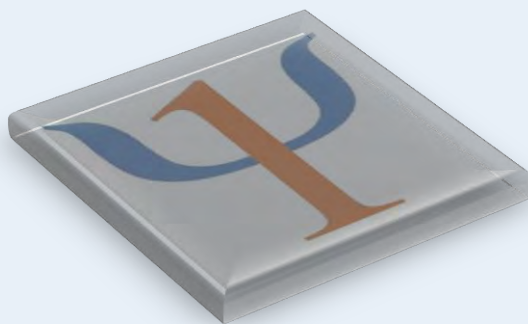
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"A certain degree of neurosis is of inestimable value as a drive, especially to a psychologist."

-Attributed to Sigmund Freud



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