



THE GENERAL PSYCHOLOGIST

LORI JORDAN FOUNTAIN EDITOR
SUMMER/FALL EDITION 2023
VOLUME 57 ISSUE 2

Society for
General Psychology

APA DIVISION 1



PRESIDENT'S COLUMN

Looking Back, Moving Forward

Dr. Clare Mehta

Division 1 Outgoing President

When I agreed to run as president for Division 1 there were two things that I didn't know. The first was how much work it was going to be. The second was how much fun it was going to be. The 2023 APA convention was both of these experiences, magnified. A week before the convention I had excitedly—and naively—used the APA convention app to digitally circle talks and symposia that I wanted to attend. However, when I arrived in Washington DC, I found myself running around putting out fires. We had presenters who pulled out at the last minute, and the catered breakfast for the

IN THIS ISSUE

President's Column	1
Engagement Opportunities	5
Member Spotlight	8
Division 1 Award Recipients	10
Invited Columnist	19
Member Contributions	28
Review of General Psychology	35



Society for
General Psychology
APA DIVISION 1

President's Column Cont...

Division 1 fellow's breakfast arrived a day early, to the delight of the suite volunteers who, after recovering from the inconvenience of being awoken 2 hours early, were excited to be fed breakfast sandwiches and potatoes! And the lack of coffee at the actual fellow's breakfast the following morning (I had managed to re-order breakfast for the right day) caused some consternation among attendees - a special thanks to Diane Halpern who did a Starbucks run while we waited for hotel coffee to be set up. And then there were the joys: Attending and learning from our rich Division 1 programming, reconnecting with friends and colleagues in the hospitality suite, and the Division 1 Awards Ceremony and Social Hour where we celebrated our 2022 award winners with a champagne toast and those delicious potato croquettes. The executive committee meeting was also a personal highlight, as it ended with a surprise baby shower for me! Being celebrated for a personal milestone at a Division 1 meeting illustrates the care and connections that we have built with one another while doing the work of the division. It was these moments of joy, and they truly were joy, that made all the work of the last year so very worth it. Division 1, while always serving as a home for psychologists working between, across, and outside of the disciplinary boundaries of our field, truly felt like a home for all at convention. The sense of community that could be felt in our suite as people gathered for snacks, breakfast sandwiches, or catch up conversations with colleagues made me feel the most connected to APA I have ever felt. As the memories of lost hotel reservations and incorrect award certificates fade, I will remember the warmth, the care, and the connectedness I felt to my Division 1 friends and colleagues at this convention. Thema Bryant's presidential theme of belongingness, highlighted by the convention theme of "you belong here" radiated in the main convention halls and in our division suite and meetings. Our new Division 1 President and



Clare Mehta, Ph.D

Outgoing President APA Division 1
Society for General Psychology

"As the memories of lost hotel reservations and incorrect award certificates fade, I will remember the warmth, the care, and the connectedness I felt to my Division 1 friends and colleagues at this convention."



President's Column Cont...

president-elect are already working to continue to build upon the connections, community, and sense of belongingness that is infusing our division. All are welcome and valued in Division 1.

As I look back on my presidential term, I can check off some of the big items I wanted to achieve. We have a new, more accessible, and hopefully more useful website, <http://apadiv1.org>, that has both open and member's only free resources. This new website is where members can go to sign up for one of my main presidential initiatives - workshops and seminars that are free for members (see the ad in this newsletter for more information about programming). While we went into the APA convention with scheduled programming for 2023 and 2024, sessions and conversations at convention led to more ideas for Division 1 member programs. We will soon be adding an opportunity to join a Division 1 William James Book Award (WJBA) Book Club, this year reading the 2022 WJBA winner "The Power of Us" by Jay Van Bavel and Dominic Packer. We will also add writing "accountabilabuddies" groups for Division 1 members. My second main presidential initiative was to continue the work that Jocelyn Turner Musa started around diversity, equity, inclusion, and belongingness (DEIB) in Division 1. To this end, I developed a new position, DEIB coordinator, and appointed Stacey Stanley to this role. She will be writing an honest report on diversity in our division and providing some wellness programming for our members of color. Finally, I also stewarded some of our previous presidents' visions across the finish line, including the Division 1 name change, which is now with APA council, and Division 1 investments, initiatives started by Sarah Friedman during her presidential year. If it passes, Division 1's name will change from The Society for General Psychology to The Society for General Psychology and Interdisciplinary Inquiry.

In addition, with the help of David Devonis, our treasurer, and Jeff Arnett, our new president, Division 1 now has a good proportion of its money invested in socially responsible investment funds. We plan to use the interest from these investments to provide more to our members, including more grants, free member workshops, and funding for students to attend conferences.

As I left convention exhausted, I was happy to also be leaving the Division 1 presidency in the capable hands of Jeff. However, just a few days later I was thinking about the division again, wanting to update and improve the Division 1 listservs and invite new people to join our executive committee. And this is what makes our division special. There is so much energy and excitement around where our division is going. As such, I will end my last column with an invitation to you to be a part of this excitement. No matter where you are in your career there is room for you on the Division 1 executive committee. We have formal leadership opportunities (e.g. Awards Chair, Communications Coordinator) and also have opportunities for those wishing to serve in supporting roles (e.g. student committee, DEIB support). We welcome you to join us in our community and in our work, no matter who you are. To quote APA president Thema Bryant, "you belong here".



President's Column Cont...

Building on Our Success

Dr. Jeffrey Arnett

Division 1 Incoming President

I am delighted to be starting my Presidential Year as the head of Division 1! Clare, Jocelyn and I have just completed an exciting and successful year as D1 Presidential Trio, and I am looking forward to building on our success. Clare initiated the Big Ideas theme in her term as president, and I am following up on that in three ways:

- 1. *Special D1 conference on the Next Big Ideas in Psychology.* As I hope you have seen, we have set the date of this conference for February 23-24 in Phoenix, AZ. There will be six invited speakers, and a poster session for others to discuss their nascent Big Ideas. The Call for Nominees for speakers has gone out and we have already received many promising nominations. I hope you will plan on attending!
- 2. *Big Ideas grant program.* There is a lot of money around for research projects of all kinds, but almost no funding for big, integrative, theoretical ideas. D1 could be, and should be, a leader in making some funding available. We hope to get this program going this fall.
- 3. *Big Ideas in Psychology Book Series.* A book series on Big Ideas could be an important way of supporting the mission of Division 1. It often takes a book-length work to develop the kind of integrative, interdisciplinary ideas that are the ideal of the D1 mission. We plan to submit a proposal for approval to the D1 Executive Committee this fall.



Jeffrey Arnett, Ph.D

**Incoming President APA Division 1
Society for General Psychology**

**“Because we are both “general”
and interdisciplinary in
Division 1, we have an inherent
leadership role within APA that
we could develop further to
help integrate the goals of
numerous divisions.”**

More broadly, I hope to establish fruitful collaborative connections with other APA divisions. Because we are both “general” and interdisciplinary in D1, we have an inherent leadership role within APA that we could develop further to help integrate the goals of numerous divisions. I’ll share more ideas on this theme with you in the months to come. Meanwhile, if you have thoughts to share with me on any D1 topics, please send them to me at arnett@jeffreynett.com.



Society for
General Psychology
APA DIVISION 1

Opportunities for Engagement

Special Division 1 Conference

SAVE THE
date



"The Next Big Ideas in Psychology" Division 1 Conference



SAVE THE DATE: February 24, 2024, in Tempe, Arizona (right next to Phoenix)

We are pleased to announce that for the first time there will be a special Division 1 conference, on the topic of The Next Big Ideas in Psychology. There will be an evening cocktail hour and poster session on February 23. We will soon send out a call for nominations for invited Big Ideas speakers. We hope you will plan on coming to the conference. There will be at least one poster session for you to present and discuss your own Big Idea if you wish. Information about submitting proposals and registering for the conference will be provided in the weeks to come.

Division 1 Committee on The Next Big Ideas in Psychology
Conference

Jeffrey Jensen Arnett | Marissa Harrison | Jeff Mio | Deeya Mitra |
Stephanie Miodus



Opportunities for Engagement Cont... Workshops and Webinars



Society for
General Psychology

APA DIVISION 1

Join at APADiv1.org

Join APA's Division 1 to access these FREE members only zoom talks & workshops

Interpretative Phenomenological Analysis workshop with Dr. Jonathan Smith

Thursday, January 11, 2024
12pm EST / 9am CST / 5pm GMT

Online via Zoom



Introduction to Ungrading with Dr. Jessica Bocanegra

Monday, June 24th 2024
1pm EST / 10am PST / 6pm BST

Online via Zoom

Introduction to R workshop with Dr. Andy Field

DATE TBD

Online via Zoom



Big Ideas and Theory Building with Charlotte Tate

DATE TBD

Online via Zoom

APADiv1.org

D1 Website



Join D1



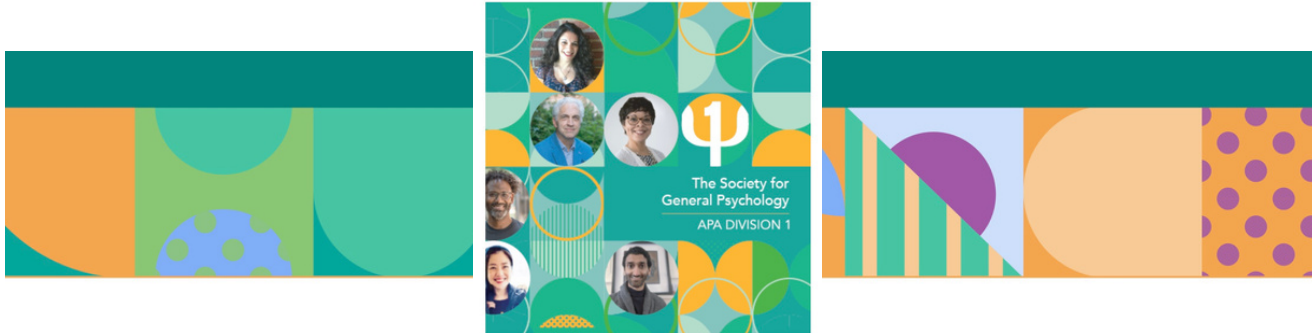
Workshops



Society for
General Psychology
APA DIVISION 1

Opportunities for Engagement Cont...

Become A Member and Enjoy the Benefits



Interested in joining Division 1?

Become a member of The Society for General Psychology (Division 1) today! Our members receive free access to live webinars, workshops and talks, recorded member only events, online access to our journal “The Review of General Psychology”, and student and early career professional resources. Join us and become part of a supportive community that values interdisciplinary inquiry in psychology and beyond!

LEARN MORE ABOUT MEMBERSHIP >

Already a member and want to register for a website account?

Register for a website account and get access to the members only section of this website which includes exclusive recorded workshops and talks, as well as student and early career professional resources

REGISTER FOR THE WEBSITE >

Benefits of Membership

- Access to the members only section of this website which includes exclusive recorded workshops and talks, as well as student and early career professional resources
- Invitations to exclusive free webinars, talks, and skills-based workshops
- Discounted registration for Division 1 conferences
- Be added to our email list to receive announcements about the society.
- The Review of General Psychology, Div. 1’s outstanding journal.
- The General Psychologist, the Div. 1 newsletter — the best newsletter in psychology.
- Discounts on Div. 1 books, which includes six volumes of *Pioneers in Psychology*.
- Exciting programs at APA that present distinguished award winners.
- Great people who support coherence among psychology’s many subfields.
- Be cordially invited to involve yourself in all of the activities of the division, such as serving on committees of the society, presenting your research and scholarship at the annual APA convention, and enjoying the congenial fellowship of like-minded colleagues.
- Low dues.

Executive Committee Member Spotlight

Please join us in welcoming our new Division 1

President-Elect, Mindy J. Erchull!



ABOUT MINDY: Mindy (she/her) is a professor of psychological science and member of the interdisciplinary women's, gender, and sexuality studies program at the University of Mary Washington, is a social psychologist and a Fellow of both the American Psychological Association (Div 1 and Div 35) and the Association for Psychological Science. She has been recognized as a leader for women in psychology by the Committee for Women in Psychology and as an outstanding teacher through her receipt of the Mary Roth Walsh Teaching the Psychology of Women Award from the Society for the Psychology of Women. In addition to being outgoing Council rep for Division 1 and our new President-elect, she is also currently nearing the end of her terms as President of the Society for Menstrual Cycle Research and Treasurer for the Association for Women in Psychology. Her research has focused on myriad topics, including feminist identity, the objectification and sexualization of women, division of labor and parenting, and menstruation and other reproductive health issues.

How long have you been a member of Division 1? I believe I joined in 2010 when encouraged to do so by Nancy Felipe Russo, President at that time, who had been one of my mentors in graduate school.

How did you become involved with Division 1? Nancy encouraged me to join so that I could get involved with one of her presidential projects. While my involvement in that didn't work out, I did stay part of the division, and Wade Pickren asked me to run for Member-at-Large a few years later. In that role, I served as Fellows Chair, helped establish the Calkins Grant, and helped review for numerous other Divisional 1 awards. I then ran for, and was elected to serve as the Division 1 rep to Council, and in this role, I also served as our representative to the Division for Social Justice.

How has Division 1 been beneficial to you? Division 1 has been a wonderful place to network and build connections with those from a different sub-disciplinary background within psychology. My work and interests cross those types of boundaries, but it can be hard to find people without those focused connections, so Division 1 has been very important in this regard. Serving Division 1 has also allowed me to greatly increase my understanding of the structure of APA and identify ways I can make a meaningful difference as well as where I can best get involved given my interests and skills.

What do you hope the future direction of Division 1 might include? I am really happy with all that's been happening with Division 1 over the past few years. The Presidents and extended Executive Committee have done a lot of work to help clarify what Division 1 is and make clear the benefits available for members. I hope to continue to build on this while I am president. While it's still early days for me to be specifying specific projects, I do know that I want to continue to find ways for Division 1 members to connect with each other and build meaningful relationships. I also want to explore ways for our division to be more inclusive and welcoming those with diverse personal and professional identities.

Student Member Spotlight

Please join us in welcoming our new Division 1 Student Representative, Kourtney Kotvas!



ABOUT KOURTNEY: I'm going into my second year of doctoral training under the mentorship of Dr. JoNell Strough. My training is through the West Virginia University Department of Psychology where I am specializing in Lifespan Developmental Psychology. I was born and raised in Pittsburgh, Pennsylvania where I obtained a Bachelor of Science in Psychology at Slippery Rock University and then attended Chatham University for a Master's of Art in Psychology.

My academic journey has me now living in the wild and wonderful Morgantown, West Virginia. My roles at WVU are to be a student, researcher, and teaching assistant. Broadly speaking, my research interests include gender development and the effect of how socio-cultural contexts impact the development of interpersonal relationships, attitudes, and identities. This academic year my goal is to keep working on completing my Master's thesis and preliminary exams for my Ph.D. candidacy.

How long have you been a member of Division 1? I was a member of Division 1 for two years of my Undergraduate Career. Then during COVID-19 I unfortunately did not keep up to date on my membership, so as of May 2023, I am a Graduate

Student Member of Division 1.

How did you become involved with Division 1? My awesome mentors! During undergrad, I started becoming involved by being a student volunteer in the suite. After completing the first year of my doctoral training I decided it was time to get back involved in service work, leading me to reach out to my research lab alumni who are members of Division 1. Overall, I think having so many of my mentors be a part of Division 1 and hearing about the events and support available pushed me to become involved.

How has Division 1 been beneficial to you? Division 1 is helping to broaden the scope of my skills by allowing me the opportunity to experience professional development through service-based partnership. I also had the chance to meet some really amazing people that helped me figure out my path to graduate school while volunteering. Now that I am in graduate school, I really value having support from an academic community and know Division 1 and its members will provide that support.

What do you hope the future direction of Division 1 might include? What you hope the future direction of Division 1 might include (how it could better serve you?) I hope to continue building a really solid student committee. The student representative before me (shoutout to Stephanie Miodus!) did a fantastic job setting the student committee up for success and I aim to continue growing the committee. As this is the Society for General Psychology anyone in psych can find their home here. From my personal experiences as a student, sometimes it can be daunting to find where you fit among all the specializations. I hope that Division 1's future encompasses a committee that is open, dedicated, and supportive of the development of the members.

Division 1 Award Recipients



**Congratulations to all of the
2023 Division 1 Award Winners!**



Division 1 Award Recipients Cont...

2023 Ernest R. Hilgard Award

Lifetime Achievement Award

The Society for General Psychology (APA Div 1) is pleased to present Ernest R. Hilgard Lifetime Achievement Award is to Dean Keith Simonton, Professor Emeritus of Psychology at the University of California, Davis.

The Ernest R. Hilgard Lifetime Achievement Award recognizes an individual who has made significant and long-lasting contributions to general psychology consistent with the mission and goals of Div. 1. The mission statement of APA Division 1 is as follows: "The Society for General Psychology promotes the creation of coherence among psychology's diverse evidence based specialties, other scientific disciplines and the humanities. It encourages analysis of the merits and challenges of bridging concepts, methods, and theories. The Division seeks to foster understanding of individual and social life in the nexus of historical, societal, cultural, genetic, neural and other biological processes".

The criteria that were considered by the committee are as follows:

- Sustained and significant scholarship, research, teaching, and/or service which integrate/s knowledge from various subfields of psychology or build/s bridges between psychology and other scientific disciplines and/or the humanities;
- Authorship of a seminal paper, book, or other work that synthesizes knowledge from several scientific areas to forward a novel, integrated approach or perspective on psychological phenomena;
- Effective leadership and teamwork in the creation and dissemination of psychological science and/or practice that draws from several subdisciplines within psychology or build/s bridges between psychology and other scientific disciplines and/or the humanities.



Keith Simonton, Ph.D.
Indiana University

DEAN KEITH SIMONTON is a Distinguished Professor Emeritus of Psychology at the University of California, Davis. His approximately 600 publications—including 14 books—concern the cognitive, personality, developmental, and social factors behind genius, creativity, and leadership. Honors include the William James Book Award, the George A. Miller Outstanding Article Award, the Theoretical Innovation Prize in Personality and Social Psychology, the Rudolf Arnheim Award for Outstanding Contributions to Psychology and the Arts, the Joseph B. Gittler Award for "the most scholarly contribution to the philosophical foundation of psychological knowledge," the Arthur W. Staats Lecture for Unifying Psychology, and the Robert S. Daniel Award for Four-Year College/University Teaching. He is the current President of the Society for the History of Psychology (APA, Division 26).



Division 1 Award Recipients Cont...

WILLIAM JAMES BOOK AWARD:

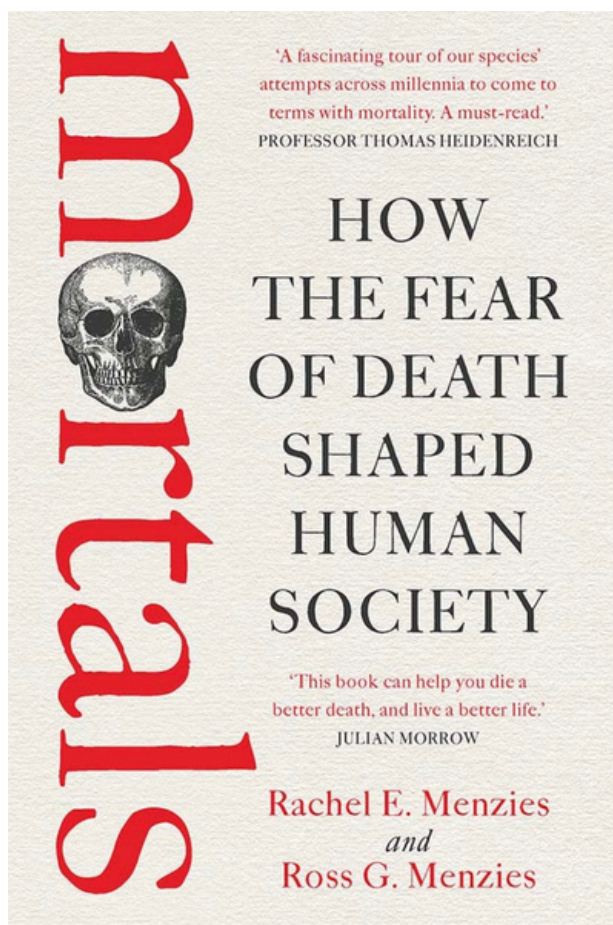
This year, two books received The 2023 William James Book Award, presented by APA Division 1 for the best book in general psychology.

We are pleased to announce the winners of the 2023 William James Book Award, presented by APA Division 1 for the Best Book in General Psychology: *Mortals: How the Fear of Death Shaped Human Society* by Rachel and Ross Menzies and *What Are the Chances? Why We Believe in Luck* by Barbara Blatchley.

The Williams James Award honors a book published within the past two years that exemplifies the ideals of Division 1, in being 1) accessible to a wide audience and 2) integrative across subdisciplines of psychology as well as related fields.

Congratulations to the authors of this important and inspiring book!

William James Award Committee



MORTALS

How the Fear of Death Shaped
Human Society

Rachel and Ross Menzies book is exemplary of Division 1 ideals because it is both accessible to a wide audience and integrative across subdisciplines of psychology as well as related fields. This book impressively combines ideas and research from psychology with perspectives from history, anthropology, and philosophy. The committee found the writing entertaining and fun, while the ideas were serious and deep, which is not an easy integration to achieve!

Division 1 Award Recipients Cont...

WILLIAM JAMES BOOK AWARD

Authors



Rachel Menzies, Ph.D
William James Book Award
New York University

DR. RACHEL MENZIES is a National Health and Medical Research Council (NHMRC) Research Fellow at the University of Sydney, where she completed her Honours, Master, and Ph.D. degrees in psychology. In 2021, Rachel won the national Ph.D. Prize from the Australian Psychological Society for her work on death anxiety and mental health. Rachel has published five books on the topic of existential issues. In 2022, along with her co-author and father, Rachel won the Nib People's Choice Literary Award and the Alex Buso Shortlist Prize for her book, *Mortals*. In addition to her academic work, Rachel is a clinical psychologist and director of the Menzies Anxiety Centre, which she established to improve access to psychological treatment for death anxiety.

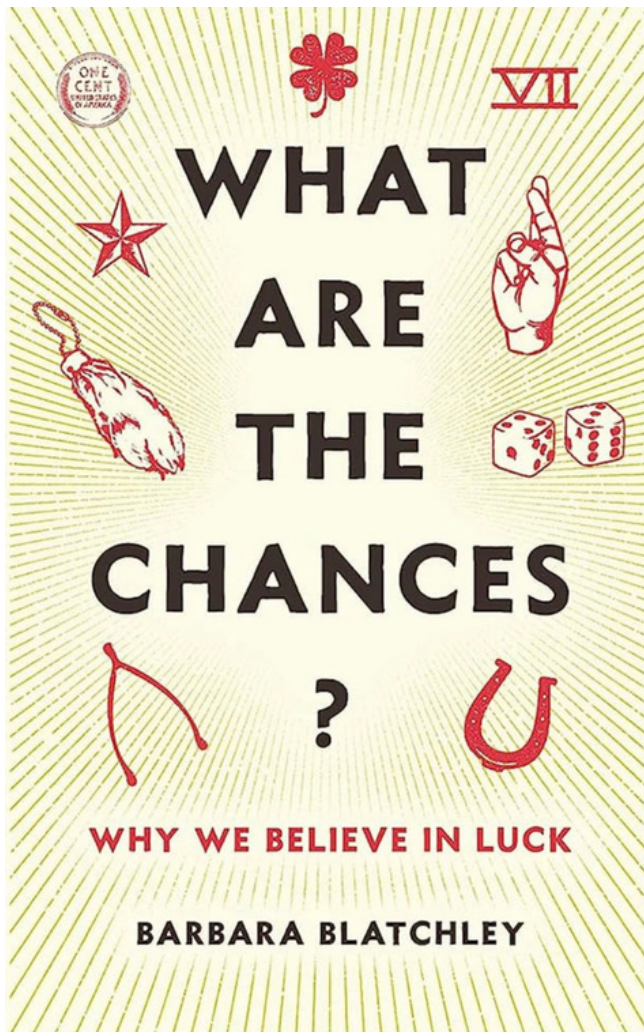


Ross G. Menzies, Ph.D
William James Book Award
Lehigh University

Professor Ross G. Menzies is a clinical psychologist in the Graduate School of Health at the University of Technology Sydney (UTS), having trained at the University of New South Wales. He is the past National President of the Australian Association for Cognitive Behaviour Therapy, Convenor of the 8th World Congress of Behavioural and Cognitive Therapies, and Treasurer of the World Confederation of Cognitive and Behavioural Therapies. He has written in various areas, including death anxiety and existential issues, anger and regret, social anxiety, stuttering, obsessive-compulsive disorder, and eTherapy. He has published over 220 journal papers, book chapters, and books and has received continuous national competitive research funding in Australia for over 30 years.

Division 1 Award Recipients Cont...

WILLIAM JAMES BOOK AWARD



The other winner of the 2023 William James Book Award is *What Are the Chances? Why We Believe in Luck* by Barbara Blatchley. Again, the committee found the book to be integrative across subdisciplines of psychology and beyond, epitomizing Division 1's commitment to interdisciplinarity. The book was also widely accessible and the committee described its contents as "fascinating", and commended the author on her ability to "impressively integrate ideas and perspectives from a broad range of disciplines".



Barbara Blatchley, Ph.D.
 William James Book Award
 New York University

DR. BARBARA BLATCHLEY attended Indiana University for her undergraduate degree, eventually settling on a major in psychology because it let her combine everything she loves about science with the history of ideas. She earned her Ph.D. in 1985 in Experimental Psychology at the University of South Carolina. Barbara's dissertation explored how experience with sound shapes brain function in very young organisms. She continued her studies of the developing brain with a post-doctoral research fellowship in the Neurophysiology Department at the University of Wisconsin. In 1990, she took a teaching position which lets her talk to people about science and ideas, two things she loves to do. Currently, Dr. Blatchley is a psychology and neuroscience professor at Agnes Scott College in Atlanta, Georgia.

Division 1 Award Recipients Cont...

George A. Miller Award

for an Outstanding Recent Article in General Psychology

The Society for General Psychology (APA Div 1) is pleased to announce that the article, *An Argument for Bad Psychology: Disciplinary Disruption, Public Engagement, and Social Transformation* by Patrick R. Grazanka and Elizabeth R. Cole is the 2023 winner of the George A. Miller Award for an Outstanding Article. The award recognizes a recent paper that contributes to the division's ideals and mission. Congratulations!

The award committee assessed nominated articles using predetermined evaluation criteria which include:

- Article draws from multiple research areas in psychology;
- Article demonstrates appropriate, even exemplary use of method(s) used;
- Article addresses important and timely topic;
- Article offers the potential to generate new research;
- Article has potential for cross-disciplinary impact.

The committee felt that the article “exceeded expectations” in each of these categories. In line with the mission of Division 1, the article integrates an expansive body of literature within and beyond psychology to bring to bear on pressing issues facing psychology as a discipline and scientific institution. The article considers the role of psychology in a global society mired by cataclysmic crises, including the ongoing crisis of scientific skepticism. The article critiques disciplinary boundaries that police and often marginalize visionary and potentially transformative scholarship, and centers theoretical and empirical contributions from underrepresented and historically excluded psychologists and social groups. The committee felt that the article checked all the boxes, especially for its importance, breadth, and timeliness. The reference for the article appears below.

Grzanka, P. R., & Cole, E. R. (2021). An argument for bad psychology: Disciplinary disruption, public engagement, and social transformation. *American Psychologist*, 76(8), 1334–1345. <https://doi.org/10.1037/amp0000853>



Division 1 Award Recipients Cont...

George A. Miller Award Authors



Patrick R. Grzanka, Ph.D
University of Tennessee, Knoxville

Patrick R. Grzanka is Professor of Psychology and Chair of the Women, Gender, and Sexuality Interdisciplinary Program at The University of Tennessee, Knoxville. An applied social issues researcher, he studies complex inequalities and oppression in institutional settings (e.g., health care, education, science, law), focusing on race, gender, and sexuality. He was the guest co-editor of a 2021 special issue of *American Psychologist* on public psychology and frequently writes for the popular press. Grzanka is a Fellow of APA Divisions 9, 17, and 44 and is the President-Elect of the Society for the Psychological Study of Social Issues. Terminally undisciplined, he holds a Ph.D. in American studies and a B.A. in journalism from the University of Maryland.



Elizabeth R. Cole, Ph.D
University of Michigan

Elizabeth R. Cole is University Diversity and Social Transformation Professor of Psychology, Women's and Gender Studies, and Afroamerican and African Studies at the University of Michigan and the National Center for Institutional Diversity Director. Her scholarship applies feminist theory on intersectionality to social science research on race, gender, and social justice. She has appeared in journals including *American Psychologist*, *Cultural Diversity and Ethnic Minority Psychology*, and *Psychology of Women Quarterly*. She is a past president and fellow of the Society for the Psychological Study of Social Issues. She received the Committee on Women in Psychology Leadership Award from APA and the Harold R. Johnson Diversity Service Award. Dr. Cole has served as the associate dean for social sciences and the interim dean of the College of Literature, Science, and the Arts.



Division 1 Award Recipients Cont...

Arthur W. Staats Award

The Arthur W. Staats Lecture was established in 1997 by Peter S. Staats, MD, in honor of his father. The lecturer delivers an address on a body of work which has held great significance for many fields of psychology or has the potential to be extrapolated to have unifying power within psychology as a whole.

Dr. Nancy L. Segal received a B.A. degree in psychology and English literature from Boston University (1973), and M.A. and Ph.D. degrees in Social Sciences and Behavioral Sciences from the University of Chicago in 1974 and 1982, respectively. She is currently Professor of Psychology and Director of the Twin Studies Center, at California State University, Fullerton (CSUF), which she founded in 1991. She is the CSUF 2004-5 Distinguished Professor in Humanities and Social Sciences and the 2004-5 Outstanding Professor of the Year. She also received the 2005 James Shields Award for Lifetime Contributions to Twin Research, from the Behavior Genetics Association and International Society for Twin Studies. Other honors include the 2006 International Making a Difference Award (Multiple Births, Canada), a 2007 Award for Excellence (Mensa Foundation), and the 2008 Social Responsibility Award (Western Psychological Association).

Dr. Segal is the author of *Indivisible by Two: Lives of Extraordinary Twins* (Cambridge: Harvard University Press, 2005/2007) and *Entwined Lives: Twins and What They Tell Us About Human Behavior* (NY: Dutton, 1999, NY: Plume 2000), and is the senior editor of *Uniting Psychology and Biology: Integrative Perspectives on Human Development* (Washington, D.C.: APA Press, 1997). She received a 2003-2004 American Fellowship from the American Association of University Women for completion of her most recent book. She was also co-principal investigator of



Nancy L. Segal, Ph. D.
California State University, Fullerton

an NIMH supported study “Twins, Virtual Twins and Friends: Peers and Adjustment.” Dr. Segal is an Associate Editor of *Twin Research and Human Genetics*, the official journal of the International Society for Twin Studies.

Dr. Segal has authored approximately 120 scientific articles and book chapters in addition to her three books. In fall 2007 she was the featured guest speaker at the New Zealand Multiple Births Association, in Auckland. Her guest television appearances include *Good Morning America*, *20/20*, the *Oprah Winfrey Show* and *Discovery Health*. *Good Morning America* produced a special twin segment and NPR (*Diane Rehm Show*) had her on as a guest in the fall 2005. Her current recent interests include behavioral and physical development of twins, the nature of twins’ social relationships, Korean twins separated at birth (one raised in Seoul, the other raised in the United States), the behavioral development of Chinese twins adopted internationally (both by same and different families), and the behavioral consequences of twin loss.



Division 1 Award Recipients Cont...

Anne Anastasi General Psychology Graduate Student Award



Rita M. Rivera, Psy.D

2+ years beyond the bachelor's degree

Rita M. Rivera, Psy.D., CBIS, CTP, CAIP, is a clinical psychology postdoctoral fellow at Yale University. She is a Certified Trauma Professional (CTP) by the International Association of Trauma Professionals (IATP), a Certified Brain Injury Specialist (CBIS) by the Brain Injury Association of America (BIAA), and a Certified Crisis Worker by the American Association of Suicidology (AAS). Rita is the Chair of the American Academy of Clinical Psychology-Division of Graduate Students (AACPD-GS), Student Representative for the APA's Society of Group Psychology and Group Psychotherapy (Div. 49), and President of the Global Student Psychology Committee (GSPC). Her research interests include fields that explore the relationship between physiology and mental health, particularly among minoritized and underserved populations. Rita has clinical experience working with Hispanic/Latinx individuals, displaced populations, college students, and trauma survivors in the United States and her home country, Honduras.



Amber Rusch

< 2 years beyond the bachelor's

Amber Rusch is a rising third-year doctoral student in the Lifespan Developmental Psychology Ph.D. Program at West Virginia University (WVU). She is a member of the WVU Healthy Aging Lab under the mentorship of Dr. Julie Hicks Patrick. She is a WVU Behavioral and Biomedical Sciences (BBS) T32 Training Program research fellow. Amber's research is largely focused on risk factors for cognitive decline, including examinations of adversity across the lifespan, health disparities (including aging in Appalachia), and social determinants of health as predictors for cognitive decline. Currently, Amber is examining the effects of adverse childhood experiences and social determinants of health as predictors of subjective cognitive decline for her Master's thesis.

The award is named for the APA past president and co-founder of the Society and funded by the Anne Anastasi Foundation.



Invited Columnist

Arthur W. Staats Lecture 2023 APF/APA Division 1: Psychology Bound and Unbound



Delivered by Barbara S. Held, Ph.D

**Barry N. Wish Professor of Psychology and Social Studies Emerita
Bowdoin College**

Dr. Barbara Held delivered the Division 1 Arthur W. Staats Lecture at the 2023 APA Convention in Washington, DC after having received the award by the same name. The Arthur W. Staats Lecture was established in 1997 by Peter S. Staats, MD, in honor of his father. The lecturer delivers an address on a body of work which has held great significance for many fields of psychology or has the potential to be extrapolated to have unifying power within psychology as a whole.

Barbara is Barry N. Wish Professor of Psychology and Social Studies Emerita at Bowdoin College, Brunswick, Maine. Her books include *Back to Reality: A Critique of Postmodern Theory in Psychotherapy* (W. W. Norton, 1995), *Psychology's Interpretive Turn: The Search for Truth and Agency in Theoretical and Philosophical Psychology* (APA Books, 2007), and *Stop Smiling, Start Kvetching* (St. Martin's Griffin, 2001). She was recipient of the 2012 APF Joseph B. Gittler Award for "scholarly contributions to the philosophical foundations of psychological knowledge." Dr. Held has written opinion pieces for several newspapers, with focus on discerning truth in science and in our social/political world, and on uncommon coping mechanisms. We are thrilled to be publishing her lecture on this edition of *The General Psychologist*.



Invited Columnist Cont...

Psychology Bound and Unbound 2023 Arthur W. Staats Lecture by Barbara Held, Ph.D

Let's assume that psychology should be bound by disciplinary principles. We may then ask, what kind of principles? Surely principles about psychology's proper subject matter—its ontology and concepts. And also principles about psychology's proper means of investigating that subject matter—its epistemology-cum-methodology. Together these principles would provide a unifying disciplinary identity, including what questions may be rightly considered psychological.

To be sure, such unity has yet to be accomplished, despite diverse attempts at meta-psychologies— the grand unifying schemes that have retained many traditional disciplinary principles, such as those proposed by Arthur Staats (1983, 1991, 1999) of this eponymous award, Gregory Kimble (1994), Robert Sternberg and Elena Grigorenko (2001), and Gregg Henriques (2003).

By contrast, we've also seen efforts to free psychology from its traditional disciplinary boundaries, by way of turns to other disciplines for boundary-defying work: In his call for a social-constructionist metatheory, Ken Gergen (1985) advanced a framework with core principles that entail disunity—actually, a disunifying unity, if you will. As he wrote,

Should the challenge of developing an alternative metatheory be accepted, a variety of interesting changes may be anticipated. . . . A general account must be furnished of the social dimensions of natural science, social science, and philosophy. The demarcation (if any) between science and nonscience must be carefully examined For such tasks dialogue is essential between psychologists and like-minded colleagues in sociology, anthropology, history, philosophy, and literary studies (p. 273).

I return to Gergen's insistence on "like-minded colleagues" in due course.

Gergen's views (1985, 1990) dovetailed with other movements dedicated to the anti-objectivist and anti-universalist creeds of postmodernists, such as constructivist, feminist, and indigenous psychologies. Although these movements have sought disciplinary boundary-crossings, they too embrace principles. After all, a discipline, or a movement within a discipline, can't be completely unbounded if it is to have any meaning at all. It's just a matter of by which principles to be bound.

An overarching aim of movements such as these is to liberate psychology (and its subjects, in both senses) from its traditional disciplinary ties. This activity frequently includes listing the so-called "mainstream's" alleged offenses, many of which fall under the umbrellas of its supposed "scientism" (see Held, 2022) and "epistemic violence" (see Held, 2020). The most radical critics call for burning mainstream psychology to the ground. But even they offer other metatheories, or principles, to which psychology should be rightly bound, in calling for resistance to what theoretical psychologist Anna Stetsenko (2020) dubbed the "dominance of a dogmatic scientism" in psychology.

¹I place "mainstream" in scare quotes to indicate I don't believe that a mainstream psychology exists, over and above individual research programs, which differ vastly in their subject matter and methods.

Invited Columnist Cont...

Although mainstream psychology is not necessarily synonymous with general psychology, general psychology surely includes what many (though not all) theoretical psychologists point to when referring to the mainstream they have denigrated for decades (see Held, 2021, 2022). Although the Society for General Psychology's [Mission Statement](#) (click on link) plainly states its goals, it doesn't delineate its essence in terms of boundary conditions for the use of the term "general psychology." General and theoretical psychologist Lisa Osbeck (2020) took on the daunting task of defining general psychology, beginning with two ways of conceptualizing it:

First, we might have in mind theories, methods, values, and assumptions common to all psychologists, to psychology *in general*, that is. Whether such commonalities are to be found in actuality is a matter of debate; I introduce this sense of general psychology principally as an abstraction, one coextensive with the subject matter or essential nature of psychology itself—that which could be called invariant across psychology. . . . Alternatively, we might regard general psychology as a subspecialty within psychology at large, a subspecialty with a perspective and set of questions that distinguish it from other branches of psychology (pp. 6-7).

Osbeck notes that "even this most basic conceptual distinction" (p. 7) carries complicated fundamental questions of definition—namely, "How should we describe our subject matter? What is the definition and essential nature of psychology? These questions have been posed repeatedly and given varied answers, yet the subject matter remains elusive" (p. 7). To be sure, these questions afford a wide space for theorists (who find the mainstream scientific and epistemically violent) to oppose the mainstream by turning to the humanities disciplines for salvation.

The Psychological Humanities

The "psychological humanities" constitute theoretical psychology's most recently ascendant boundary-defying movement. Members of that movement maintain that in scientifically adopting natural-science methods from its academic inception, psychology has ignored human subjectivity or personhood, the lived experience that is pronounced by them to be psychology's proper subject matter (Held, 2021). On their view, the humanities should guide psychologists' understanding of subjectivity or personhood (see, e.g., Sugarman & Martin, 2020; Teo, 2017), to alleviate our so-called "physics envy" (see Held, 2019).

The APA Society for Theoretical and Philosophical Psychology (Division 24) 2023 Midwinter Meeting theme, "Constructing the Psychological Humanities," demonstrates the growth of this movement (see, e.g., Fortes et al., 2023; Laubscher et al., 2023; Parker & Gantt, 2023).

Here I consider how proponents of the psychological humanities have ignored the ways in which the humanities suffer from ontological, epistemic, and ethical woes akin to the defects those theorists find in scientific psychology. Instead, they romanticize the humanities as they continue to demonize psychology's use of seemingly "scientific" natural-science methodology (see Held, 2021, 2022, for elaboration).

Charges of Scientism and Decline in the Humanities

In his book *Humanities and Scientism*, philosopher Roger Scruton (2015) attributed the lamented turn to social, evolutionary, and neurosciences in the humanities to a need for funding and prestige in light of their declining stature in the academy:

Invited Columnist Cont...

University departments . . . are increasingly assessed—both for status and for funding— on their output of “research.” The use of this word to describe what might formally have gone under the name of “scholarship,” naturally suggests an affinity between the humanities and the sciences, implying that both are engaged in *discovering* things. . . . Pressed to justify their Existence, therefore, the humanities begin to look to the sciences to provide them with “research methods,” and the promise of “results” (p. 133; see Held, 2021, 2022, for elaboration).

Apropos of that decline, in the Jan 23, 2023 *New Yorker* article “Has Academia Ruined Literary Criticism?” Merve Emre wrote,

Establishing a formal method of critical inquiry was in part an attempt to put literary studies on a par with the science. . . . Close reading branched out into many methods of reading—rhetorical reading for the deconstructionists, symptomatic reading the Marxists, reparative reading for queer theorists—culminating in what has been called the “method wars,” [which, according to John Guillory, author of the 2022 book, *Professing Criticism*,] really represented a willingness to settle for “no method.”

Are psychological-humanities scholars also willing to settle for no method of critical inquiry? In any case, the rise of the psychological humanities in the last decade (perhaps ironically) coincides with the decline in university enrollments in the humanities disciplines. In his March 6, 2023 *New Yorker* piece entitled “The End of the English Major,” Nathan Heller wrote,

From 2012 to 2020 the number of graduated humanities majors at Ohio State’s main campus fell by forty-six per cent. Tufts lost nearly fifty per cent of its humanities majors, and Boston University lost forty-two. Notre Dame ended up with half as many as it started with, while *SUNY* Albany lost almost three-quarters. Vassar and Bates—standard-bearing liberal-arts colleges—saw their numbers of humanities majors fall by nearly half. In 2018, the University of Wisconsin at Stevens Point briefly considered eliminating thirteen majors, including English, history, and philosophy, for want of pupils.

My Start in the Humanities

To be clear, I take no pleasure in reporting this decline in the humanities. After all, I entered college intending to be a studio art major with an English lit minor. Painting in oils by age 8, I wanted to be the next Cezanne: Here’s my 11-year-old attempt at just that:



Invited Columnist Cont...

Not bad, but it hardly screams child prodigy compared to [this work by 11-year-old Picasso](#) (click on link for image).

Realizing I would starve in a garret, I continued taking art history and English lit courses, as I searched for another major. My first-year English comp prof told me I was a writer. OK, but what would I write about to earn a living? So I tried a psych course, as clinical psych seemed like a real profession. The rest is history.

A high point in my professional history was the good fortune of meeting and befriending two renowned humanities scholars on their visits to Bowdoin College: classical Greek scholar Mary Lefkowitz and Renaissance and modern art historian and critic Leo Steinberg. They gave me insider views into criticisms of them in their respective fields, criticisms which, decades later, were uncannily echoed in psychological theorists' critiques of mainstream psychology. See Held (2021) "Taking the Humanities Seriously," in the *Review of General Psychology*, for elaboration of criticisms of these two scholars as they relate to criticisms of mainstream psychology by members of the psychological humanities movement.

Examples of Epistemic Fractures in the Humanities

On Historical Facts

In 1996, as the culture wars reached boiling point in the academy, Wellesley College professor and National Humanities Medal honoree Mary Lefkowitz published the book *Not Out of Africa: How Afrocentrism Became an Excuse to Teach Myth as History*. Lefkowitz challenged the 18th century belief that the ancient Greeks stole their philosophical and scientific knowledge from discoveries made by ancient Egyptians: "The idea of a 'Stolen Legacy' was first popularized by Marcus Garvey in the 1920s, . . . and developed into a full-fledged [conspiracy] theory in 1954 by . . . George G. M James" (Lefkowitz, 1996, p. 10).

Lefkowitz explained that on James's view Egyptian knowledge was stolen by the Greeks

when Alexander, accompanied by Aristotle, looted the library of Alexandria in 333 B.C" [pp. 134-135] . . . Although Alexandria was founded in 331 B.C., it did not begin to function as a city until after 323. Aristotle died in 322. The library was assembled around 297 under the direction of Demetrius of Phaleron, a pupil of Aristotle's. Most of the books it contained were in Greek (p. 137).

Lefkowitz's book sent classical scholars into a frenzy. Professor Tony Martin, then chair of Wellesley's Africana Studies, assigned James's *The Stolen Legacy*. In 1993, Martin published *The Jewish Onslaught: Dispatches from the Wellesley Battlefield*. Tensions on campus escalated, resulting in Martin's suing Lefkowitz in 1994 for defamation. In her 2008 account of the controversy, *History Lesson: A Race Odyssey*, she wrote that she "was accused of racism, conservatism, intellectual naiveté, and the like" (p. 14). More recently she's been charged with reductionism, which allegedly begets "willful ignorance" (Snyman, 2017, p. 10). The Anti-Defamation League defended Lefkowitz against Martin's suit, which was dismissed on grounds that Lefkowitz's writings had not misrepresented anyone.

The language used to describe Lefkowitz sounds remarkably like that of theoretical psychologists' descriptions of mainstream psychology. For instance, several chapter authors in Jim Lamiell and Kate

Invited Columnist Cont...

Slaney's 2021 edited book, *Problematic Research Practices and Inertia in Scientific Psychology*, used these very words to characterize mainstream psychology: "Ignorance," "confusion," "obstinacy," "inertia," "incorrigibility," "recalcitrance," and "disregard." In her chapter in that book Fiona Hibberd (2021) called "psychology's ongoing insulation [from theoretical work] an ingrained not wanting to know" (p. 30), which sounds to me like the charge of "willful ignorance" aimed at Lefkowitz. In a chapter in another book, Lamiell (2017) called mainstream psychology "The Incorrigible Science." In his 2019 book, *Psychology's Misuse of Statistics and Persistent Dismissal of Its Critics*, he accused the mainstream of "deliberate *duplicity*" (emphasis in original), which is surely a close cousin of willful ignorance.

Would theoretical psychologists who reject mainstream psychology also reject Lefkowitz's scholarship, for much the same reasons as do some classical Greek scholars? With whom would they side, if they wanted to use that aspect of ancient Greek history in their work?

I turn now to how such fractures in the humanities might play out for psychologists if the matter is not one of historical fact, but one of interpretation of art. Here I exemplify with the much-debated (and trickier) question of authorial intention, although the problem of evidence obtains nonetheless. And the ad-hominem criticisms continue.

On Interpreting Art

The great Renaissance and modern art historian/critic Leo Steinberg challenged the Renaissance art world in his 1986 book, *The Sexuality of Christ in Renaissance Art and in Modern Oblivion* (rev. 1996). There he asserts what he calls a "long suppressed matter of fact":

In many hundreds of pious, religious works, from before 1400 to past the mid 16th century, the ostensive unveiling of the Child's sex, or the touching, protecting or presentation of it, is the main action. . . . The emphasis recurs in images of the dead Christ, or of the mystical Man of Sorrows. . . . All of which has been tactfully overlooked for half a millennium. Hence my first question—whether the ongoing 20th century is late enough to concede that the subject exists. (p. 3)

Steinberg presented extensive visual evidence in challenging the prevailing view that the display of Christ's genitals in a great many pictorial and sculptural artworks was intended by Renaissance artists to be solely spiritual, that is, without corporeal/sexual meaning. Consider the [front and back cover art on his book](#) (click on link for images) which illustrates his argument. In particular, notice on the front cover the Madonna in the act of closing the cloth around the Christ child's genitals—though she stops just short of that, as if intending to give us a glimpse. And on the back cover, the Christ child holds the cloth revealing away from himself.

Steinberg said his critics made an overarching "bid to discredit the author":

He is not to be trusted, since he seems out of control, witness his writing style (described . . . as "overheated," "drooling," "strident," and "faintly hysterical"—"a prose type that would choke any self-respecting typewriter"). One scholar diagnoses his case as borderline pathological. . . . I am presented as one who sees Christ's humanity exclusively in the genitals, which, the reviewer rightly concludes, "borders on caricature" (p. 345).

Invited Columnist Cont...

Despite countless paintings and sculptures which support Steinberg's claim that Christ's genitals were intentionally displayed by Renaissance artists to present him as fully human, including his sexuality, Steinberg, like Lefkowitz, has been castigated by many. After all, by the late 20th century, with the rise of postmodernism in the humanities, the new literary critics had dispensed with authorial intention as a basis for artistic interpretation, dubbing it the "intentional fallacy."

My point is, in this area of the humanities, as in the classics, disputes over evidence and interpretation are intense, with the vitriol shot at certain scholars remarkably similar if not identical to that aimed at mainstream psychology by many theorists. And so we may ask how psychologists who turn to the humanities for boundary-defying salvation should deal with these disputes. Whose version of humanistic inquiry in any given field should be deemed acceptable, and whose not? According to Gergen (1985), psychologists circled wagons should include only "like-minded colleagues" in other disciplines, which amounts to a close-minded unbounding at best.

Conclusions

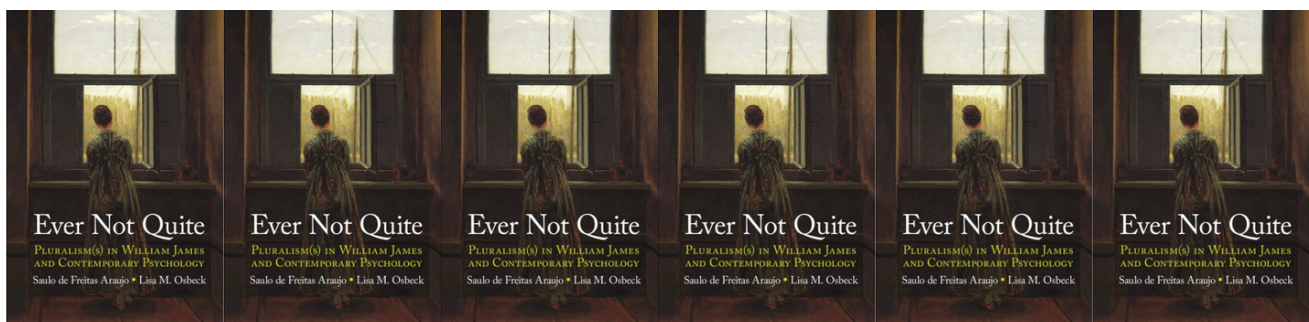
I applaud unbounding psychology by forging connections with humanities disciplines, as long as we are mindful of the perils that loom if they are romanticized. In short, caveat emptor.

Following our psychological interests may take us to surprising and interesting places. The nature of the question asked must drive the tools we use to answer it, regardless of their disciplinary origins. And the methods deployed in any particular study can and should be open to challenge, vis a vis the question. But theorists' a priori, wholesale rejection of mainstream methods constricts inquiry—even while theorists charge the allegedly constricting mainstream with overreach, as we see in Gantt and Williams (2018) edited book, *On Hijacking Science: Exploring the Nature and Consequences of Overreach in Psychology*.

In his endorsement of this book, theoretical psychologist Mark Freeman called the "dominant view" "parochial" and "scientific," and lauded this book's contributors for offering a "broader more inclusive perspective on what psychological inquiry might be"—minus traditional approaches, that is.

Wherever our preferred disciplinary boundaries lie, we must be bound to at least two principles: (a) the relentless search for truth, and (b) the understanding that there's always more to be said.

William James expressed these obligations in these three arresting words, which form the title of a new book by Saulo Araujo and Lisa Osbeck (2023): "*Ever Not Quite*."



Invited Columnist Cont...

References

- Araujo, S. & Osbeck, L. M. (2023). *Ever not quite: Pluralism in William James and contemporary psychology*. Cambridge University Press.
- Fortes, G., Sánchez, A., & Toval, M. (2023, April 21-April 23). *Advancing an understanding of humans as carnivalesque social beings* [Paper presentation]. Midwinter Meeting of the Society for Theoretical and Philosophical Psychology, Boston, MA, United States.
- Gantt, E. E., & Williams, R. N. (Eds.). (2018). *On hijacking science: Exploring the nature and consequences of overreach in psychology*. Routledge.
- Gergen, K. J. (1985). The social constructionist movement in modern psychology. *American Psychologist*, 40(3), 266-275. <https://doi.org/10.1037/0003-066X.40.3.266>
- Gergen, K. J. (1990). Toward a postmodern psychology, *The Humanistic Psychologist*, 18(1), 23-34. DOI: [10.1080/08873267.1990.9976874](https://doi.org/10.1080/08873267.1990.9976874)
- Held, B. S. (2019). Testing the limits: Theoretical psychology re-envisioned in light of boundary-pushing trends in theoretical physics, philosophy of biology, and philosophy of psychology. In T. Teo (Ed.), *Re-envisioning theoretical psychology: Diverging ideas and practices* (pp. 161-188). Palgrave Macmillan.
- Held, B. S. (2020). Epistemic violence in psychological science: Can knowledge of, from, and for the (othered) people solve the problem? *Theory & Psychology*, 30(3), 349-370. <https://doi.org/10.1177/0959354319883943>
- Held, B. S. (2021). Taking the humanities seriously. *Review of General Psychology*, 25(2), 119-133. <https://doi.org/10.1177/1089268020975024>
- Held, B. S. (2022). Making sense of charges of scientism in psychology and beyond: Logical and epistemological implications. *Theory & Psychology*, 32(4), 535-555. <https://doi.org/10.1177/095935432210885>
- Henriques, G. (2003). The tree of knowledge system and the unification of psychology. *Review of General Psychology*, 7(2), 150-182. <https://doi.org/10.1037/1089-2680.7.2.150>
- James, G. G. M. (1954). *Stolen legacy: Greek philosophy is stolen Egyptian philosophy*. New York: Philosophical Library.
- Kimble, G. A. (1994). A frame of reference for psychology. *American Psychologist*, 49(6), 510-519.
- Lamiell, J. (2017). The incorrigible science: A conversation with James Lamiell. In H. Macdonald, D. Goodman, & B. Becker (Eds.), *Dialogues at the edge of American psychological discourse*. Palgrave Studies in the Theory and History of Psychology (pp. 211-244). Palgrave Macmillan. https://doi.org/10.1057/978-1-137-59096-1_8
- Lamiell, J. (2019). *Psychology's misuse of statistics and persistent dismissal of its critics*. Palgrave Macmillan.



Invited Columnist Cont...

Lamiell, J., & Slaney, K. (2021). *Problematic research practices and inertia in scientific psychology: History, sources, and recommended solutions*. Routledge.

Laubscher, L., Stich, B., Rowe, J., & Lampe, A. (2023, April) *Deconstruction's beyond: Derrida and psychology* [Paper presentation]. Midwinter Meeting of the Society for Theoretical and Philosophical Psychology, Boston, MA, United States.

Lefkowitz, M. (1996). *Not Out of Africa: How Afrocentrism Became an Excuse to Teach Myth as History*. Basic.

Lefkowitz, M. (2008). *History lesson: A race odyssey*. Yale University Press.

Martin, T. (1993). *The Jewish onslaught: Dispatches from the Wellesley battlefield*. The Majority Press.

Osbeck, L. M. (2020). General psychology as common ground and point of view: Enduring and evolving features. *Review of General Psychology*, 24(1), 6–17.
<https://doi.org/10.1177/1089268019893974>

Parker, J., & Gantt, E. (2023, April 21-23). *Humanistic understanding, psychology, and literature* [Paper presentation]. Midwinter Meeting of the Society for Theoretical and Philosophical Psychology, Boston, MA, United States.

Scruton, R. (2015). Scientism and the humanities. In R. Williams & D. Robinson (Eds.), *Scientism: The new orthodoxy* (pp. 131-146). Bloomsbury.

Snyman, G. (2017). Editorial: On evidence and knowledge. *Old Testament Essays*, 30(1), 9–10.
<http://dx.doi.org/10.17159/2312-3621/2017/v30n1a2>

Staats, A. W. (1983). *Psychology's crisis of disunity: Philosophy and method for a unified science*. Praeger.

Staats, A. W. (1991). Unified positivism and unification psychology: Fad or new field? *American Psychologist*, 46(9), 899-912. <https://doi.org/10.1037/0003-066X.46.9.899>

Staats, A. W. (1999). Unifying psychology requires new infrastructure, theory, method, and a research agenda. *Review of General Psychology*, 3(1), 3-13.
<https://doi.org/10.1037/1089-2680.3.1.3>

Steinberg, L. (1986/rev 1996). *The sexuality of Christ in Renaissance art and in modern oblivion*. University of Chicago.

Sternberg, R. J., & Grigorenko, E. L. (2001). Unified psychology [Editorial]. *American Psychologist*, 56(12), 1069–1079. <https://doi.org/10.1037/0003-066X.56.12.1069>

Sugarman, J., & Martin, J. (2020, Eds.). *A humanities approach to the psychology of personhood*. Routledge.



Executive Committee Member Contributions

2023 APA initial and current fellows, approved August 2023



AMERICAN PSYCHOLOGICAL ASSOCIATION

2023 APA initial and current fellows, approved August 2023

We would like to congratulate the 132 initial fellows elected by the board of directors and council of representatives in August 2023. We also want to send congratulations out to the 90 current fellows nominated for 2023 as well. The 2023 initial fellows will be receiving their certificates from the APA Fellows Committee in October.

Division 1: Society for General Psychology

2023 Current Fellows

- Margaret (Peggy) Brady-Amoon, PhD
- Nicholas Grant, PhD
- David S. Moore, PhD

2023 Initial Fellows

- Ruth Sharabany, PhD



Executive Committee Contributions Cont...

Council of Representatives Report

February, 2023 meeting – this was a hybrid meeting, and I was attending in person

This is a summary of the major items from the February, 2023 meeting of the APA Council of Representatives (CoR). If you would like more detail on anything, please feel free to contact me at merchull@umw.edu.

- CoR adopted the revised APA Principles for Quality Undergraduate Education in Psychology
- CoR extended the Specialty Guidelines in Forensic Psychology through the end of 2026
- CoR passed a Resolution on Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development.
- CoR passed a Resolution on Confidentiality and Reproductive Health. The general intent of this is to try to support psychologists who are in stated where they are faced with laws that ask them to violate confidentiality in the context of matters related to reproductive health (such as abortion).
- CoR passed an Amendment to Association Rules about the Review Process for Board of Directors Candidates. The existing language had only member-at-large candidate going through a review for conflicts of interest, ethics violations, etc. Now, all BoD members will go through this review.
- CoR voted to amend the Association Rules to establish a Committee for the Advancement of General Applied Psychology (generally focused on applied settings other than health care).
- CoR adopted the Educational Guidelines for the Equitable and Respectful Treatment of Students in Graduate Psychology Programs. When originally brought forth in August 2022, there were concerns raised that led to it being postponed until this meeting so that revisions could be made. Much of the focus was on making clear that these were aspirational guidelines rather than specific goals programs had to be able to demonstrate that they meet. Those who had concerns indicated that the revision satisfied them.
- CoR received the Report on an Offer of Apology to First Peoples in the United States. Part of this is intended to be delivery by Thema Bryant, on behalf of APA as the current President, as an oral statement at a time and place to be determined in consultation with the Society for Indian Psychologists. The report also contains 46 different recommendations for change (which align with APA's racial equity action plan).
- We had a complex set of motions coming out of the work of the Council Effectiveness Implementation Oversight Task Force. Five of the motions were framed as being about streamlining processes and helping remove the potential for bias connected to CLT (the Council Leadership Team) approved of an item. The sixth item was about the established of a liaison program between Council and specific Board and Committees.
- A motion to change the rules for setting the order of business/agenda for meetings was not approved.
- A motion that was a follow-up to the first one about adding items to the agenda requiring a majority rather than two-thirds vote wasn't discussed further as it was dependent on the passing of the first motion.
- CoR passed the third motion which was about formalizing the process for publicizing business people want to add to the agenda and allowing for discussion at the opening plenary session since Keesey's (our parliamentary procedure) doesn't allow for this when trying to add agenda items. This may mean plenary sessions need to become longer, but only time will tell with this.



Executive Committee Contributions Cont...

Council of Representatives Report

- Motion 4 was postponed until August. It was about removing the requirement that CLT or a Board/Committee needs to review/approve before an NBI (new business item) is considered in final form. CLT's role is already under review, so this was postponed until we receive the report of the CLT Evaluation Task Force in August.
- The fifth motion was related to the diversity impact statements on NBIs. The initial intent behind this was to have an ongoing historical analysis of these statements that can provide guidance on how to best write these, but the motion as brought forth was about a one-time review of these statements from just that year. Through discussion, it became clear that there was a desire to both have this type of historical review/record and ongoing annual reviews. A group of us tried to workshop it for vote before the end of the meeting, but we needed more time to wordsmith things, so this was postponed until August.
- The final motion was about setting up a liaison program where CoR members would be appointed as liaisons to specific Board/Committees. The intent is to allow for better ongoing communication so that CoR is more "in the loop" with work in progress rather than just learning about things at the final report/motion stage. Concerns were raised that this is more imposition of top-down power, that this increases demands for CoR members, and that other changes in progress (like the governance dashboard) would allow for greater awareness without this type of program. It did pass, however, so plans are underway for how to implement this.
- A motion to Amend the Association Rules Regarding Simultaneous Service was postponed to August. The gist of the motion is that people should only be able to be on one ballot in a given year (to allow for more people on the ballot) rather than running for multiple roles and making a decision once votes are in if elected to more than one. There was concern that the language was unclear and could be interpreted as being unable to run if in the final year of a service role that would end before the new term of service begins – hence the postponement for revisions.
- CoR received an update from Michael Hendricks, APA Treasurer, about the delegation of authority CoR made to the Board of Directors some years ago (e.g., budgeting authority, etc.). When this was extended beyond its trial period, there was a stipulation that this continue to be reviewed by CoR every 3 years. The report provided was largely informational about the process rather than an evaluation of how things are going, so this was postponed until the August meeting with a call for a real review rather than just an informational report.

Respectfully Submitted by:

Mindy J. Erchull

Member, Council of Representatives

Division 1, Society for General Psychology

From APA Website: The Council of Representatives is the legislative body of APA and has full power and authority over the affairs and funds of the association within the limitations set by the certificate of incorporation and the Bylaws, including the power to review, upon its own initiative, the actions of any board, committee, division or affiliated organization.

Council is composed of representatives of divisions, representatives of state, provincial and territorial psychological associations (SPTAs) and the members of the Board of Directors.

Notes From Members

Division 44 Creates LGBTQIA+ Online Resource



LGBTQ Psychology Resources

Division 44 created an educational guide that focuses on online safety tips and support groups for LGBTQIA+ youth. Online resources have become vital for the youth to maintain their mental and emotional health, especially for those who experience isolation and less support from their families or friends.

The guide is completely free to use and includes:

- Detailed Infographics with Online Safe Spaces and Support Groups
- Information on Homelessness, Parental Guidance, and Safety Tips
- Downloadable Checklist of U.S. LGBTQ+ Youth Community Centers

Browse documents, websites and other resources related to LGBTQ psychology that are consistent with Division 44's mission [here](#)

Notes From Members Cont...

American Psychological Foundation Funding



AMERICAN PSYCHOLOGICAL FOUNDATION

Upcoming Funding Opportunities

Steven O. Walfish Competition

Funding: \$2,500
Deadline: September 30, 2023

Two grants of up to \$2,500 are available to graduate students and/or early career psychologists (within 10 years of earning the doctoral degree). Applicants are required to submit manuscripts on clinical, practical, or research innovations that address evolving standards, practices, and methods in psychological practice.

[MORE INFORMATION](#)

Dr. Diana Slaughter Kotzin and Mr. Joseph G. Kotzin Fund Grant

Funding: \$9,500
Deadline: October 1, 2023

Up to \$9,500 to support research, practice, or education of an early career psychologist on the topic of child and youth suicide among African Americans.

[MORE INFORMATION](#)

Scott and Paul Pearsall Grant

Funding: \$10,000
Deadline: October 1, 2023

One \$10,000 grant is available to support graduate and early career work that seeks to increase the public's understanding of the psychological pain and stigma experienced by adults living with physical disabilities, such as cerebral palsy.

[MORE INFORMATION](#)



Notes From Members Cont...

Americal Psychological Foundation Funding

APF / Division 54 Lizette Peterson-Homer Injury Prevention Grant

Funding: \$5,000
Deadline: October 15, 2023

\$5,000 for research on the prevention of injuries in children and adolescents through accidents, violence, abuse, or suicide.

MORE INFORMATION

APF / Division 56 CHANGE Grant

Funding: \$1,500
Deadline: October 15, 2023

The Division 56 Cultivating Healing, Advocacy, Nonviolence, Growth, and Equity (CHANGE) Grant supports student or early-career psychologist-led collaborative projects aimed at identifying and dismantling all forms of systemic racism, discrimination, and violence. Three grants of up to \$1,500 are available.

MORE INFORMATION

Lived Experience Fund Dissertation Research Grant

Funding: \$1,250
Deadline: October 15, 2023

The APF Lived Experience Fund Dissertation Research Grant supports a doctoral student in clinical, counseling, or community psychology with lived experience who is doing their dissertation in a topic area related to peer support, survivor research, the c/s/x movement, disclosure of lived experience, or other projects in the general area focused on lived experience.

MORE INFORMATION

Lived Experience Fund Research or Program Development Grant

Funding: \$3,750
Deadline: October 15, 2023

The APF Lived Experience Fund Research or Program Development Grant supports research or program development by a psychologist who identifies as having lived experience and whose work is in the area of peer support, survivor studies, c/s/x work, disclosure, or research or programs in the general area focused on lived experience. Innovative and creative ideas are welcomed and encouraged.

MORE INFORMATION



Notes From Members Cont...

Americal Psychological Foundation Funding

John and Polly Sparks Grant for Rural First-Responders Mental Health Interventions

Funding: \$34,000
Deadline: October 15, 2023

The APF John and Polly Sparks First-Responder Grant will fund research to examine evidence-based interventions to protect the mental health of first responders in rural areas, conducted by psychologists. APF seeks projects whose results can be replicated throughout the targeted demographic. APF seeks to fund projects that will have an impact on the field and aims for the “multiplier effect,” that is, the ability of researchers to leverage the John and Polly Sparks grant by identifying further funding to expand their projects and increase the impact. Two grants of up to \$34,000 each are available.

MORE INFORMATION

A foundational piece of APF's mission is to develop psychological talent and support early career psychologists and graduate students using psychology to solve important problems and improve people's lives. Read on for upcoming opportunities for funding from APF and share them with your colleagues or students!

[Click to Search Scholarships, Grants and Awards](#)



**AMERICAN
PSYCHOLOGICAL
FOUNDATION**



Society for
General Psychology
APA DIVISION 1

Review of General Psychology



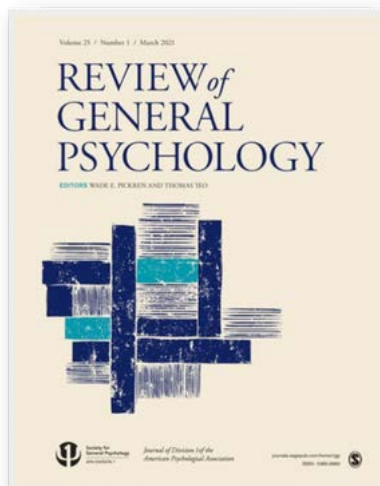
Volume 27 Number 3 September 2023

Review of General Psychology

Contents

Articles

- He Knows, She Doesn't? Epistemic Inequality in a Developmental Perspective 231
Waldomiro J. Silva Filho, Maria Virginia M. Dazzani, Luca Tateo, Rodrigo Gottschalk Sukerman Barreto, and Giuseppina Marsico
- The Hormesis Model for Building Resilience Through Adversity: Attention to Mechanism in Developmental Context 245
Assaf Oshri
- Promoting Liberal Education Through Introductory Psychology: The Perspective-Based Approach 260
H. Russell Searight and Paul Georg Geiss
- Constructing Indigenous Psychological Theories From A Global Perspective: Taking Filial Piety Model As An Example 275
Kuang-Hui Yeh
- How We Understand Others: A Theory of How Social Perspective Taking Unfolds 282
Hunter Gehlbach and Nan Mu
- Unity or Anarchy? A Historical Search for the Psychological Consequences of Psychotrauma 303
Ruud A. Jongedijk, Paul A. Boelen, Jeroen W. Knipscheer, and Rolf J. Kleber
- An Historical Causal-Chain Theory of Conceptions of Intelligence 320
Robert J. Sternberg, David D. Preiss, and Sareh Karami
- In Search of the Social in Psychological Capital: Integrating Psychological Capital into a Broader Capital Framework 336
Edina Dóci, Bram Spruyt, Deborah De Moortel, Christophe Vanroelen, and Joeri Hofmans



REVIEW of GENERAL PSYCHOLOGY



Society for
General Psychology
APA DIVISION 1

Editors

Wade E. Pickren, *Independent Scholar, USA*
 Thomas Teo, *York University, Canada*

Editorial Assistant

Volodymyr Shyva, *York University, Canada*

<https://journals.sagepub.com/home/rgp>

For questions, please contact RGP Co-Editors:
 Wade Pickren (rgpwade@gmail.com) or Thomas Teo (tteo@yorku.ca).



Society for
General Psychology
APA DIVISION 1