Searching for the Origins of Mathematics in the Amazon

By Daniel C. Hyde

Humans are the only animals to distribute vaccines to ward off disease, develop technologies to communicate instantaneously over long distances, or establish institutions of higher learning to distribute specialized knowledge across the population. My research attempts to understand the origin of the cognitive abilities that allow humankind to accomplish such feats and much of my work has focused on the origin of mathematics concepts. I spent nearly 3 months of last year investigating these questions through field research with an indigenous tribe called the Mundurukú of the Tapajós River Valley in the state of Pará, Brazil.

The Mundurukú people, who are estimated to have a total population of just over 10,000, live in small villages widely dispersed throughout a large, remote area of indigenous territory of the Brazilian Amazon. Although traditionally communities were located deep in the heart of the jungle, modern times have brought a majority to reestablish their villages at the river front. This appears to allow easier access to both the food sources found in the jungle as well as the river, while providing easier access to communication and transportation between villages and with the outside world.

The Mundurukú are the focus of my field work for at least two reasons. First, their native language and traditional culture is one of only a handful that still exist in the world without a modern symbolic system of numbers. Their traditional numerical vocabulary is restricted to a few words for small numbers (e.g. single item = 1, pair of items = 2, a pair and a single item = 3, two pairs = 4, etc.) and some isolated words referencing body parts for larger quantities (e.g. hand = 5). Studying ideas or concepts of number in this traditional context can allow us to see what numerical or mathematical ideas might have been present before modern numerical systems were established. Second, although traditional language and culture persists, the influence of modern Brazilian culture, the Portuguese language, and the associated numerical system is quickly encroaching, leading many to desire a differentiated education that includes both traditional and modern teachings.

Studying education in this context may allow us insight into the mechanisms that allowed the establishment of formal mathematical systems in the first place, as well insight into the learning challenge young children of all cultures face when confronted with formal numerical and mathematical concepts for the first time. Working closely with native Mundurukú educators and Brazilian advocates, we also believe that our work will allow the Mundurukú information and materials to develop education to effectively facilitate learning in this context while maintaining traditional cultural concepts.

Based on a combination of previous field work, research in the Brain and Cognitive Lab here at Illinois, and the help of collaborators in France, Italy, and the U.S., we have developed computer-based games aimed at teaching early mathematics concepts like counting and simple arithmetic in Mundurukú. In several select indigenous villages and in collaboration with native Mundurukú teachers (and with gas powered generators), we have conducted some initial studies on the educational effectiveness of these computer games, with promising results. In collaboration with other advocate groups and the Mundurukú themselves, we are now attempting to develop a small, but more permanent computer-based educational resource, as well as document cultural and cognitive changes associated with modern education within the Mundurukú territory.

Unfortunately, the Mundurukú people, culture, and language are under attack on a number of fronts that all seem to center on the exploitation of the natural resources (water, minerals, wood, etc.) present in their territory. For example, there are plans to build many dams (for hydroelectric power) along the rivers in Mundurukú territory. The realization of these plans will not only make our research impossible, but, more importantly, will directly threaten the existence of traditional villages and people living there. Initial efforts by the Mundurukú themselves and small advocate groups have been successful in delaying these plans, but global awareness and support is needed to indefinitely preserve the lands and culture of the Mundurukú people.

Meeting the Mundurukú people and doing this field work with them has been an immense pleasure and promises to yield important insights into how numerical concepts evolved and how they are learned, as well as provide educational benefits to the Mundurukú people who desire them.

From the Department Head

When I arrived in Champaign-Urbana 25 years ago, I wasn’t sure I would stay in this town for the next 25 years. I still miss, however, that I found a home in this department. As all of us who inhabit or have inhabited this building know, this department is characterized by its helpful, considerate, and supportive environment, as much by its excellence. Not only were my colleagues brilliant and accomplished, they were willing to share their knowledge and expertise with me. This department has nurtured my career and inspired me to do the best work I could.

As I now take on the leadership of the department, I feel immense gratitude toward my mentors and colleagues and look forward to the opportunity in turn to nurture the work and careers of our faculty, grad students, and staff. Have even come to love living in Champaign-Urbana where rush lasts 10 minutes, world class music is around the corner and parking is free, and the pristine streets stretch out to the horizon like the sea.


The department continues to build its excellence. We were extraordinarily pleased to enhance our ranks last year by hiring a new cohort of talented new faculty, some arriving this fall (Daniel Briley, Joey Chang, Amy Cohen, Joseph Cohen, Catherine Fairbairn, and Lili Sahakyan), one this spring (Sepidah Sadaghiani), and several next fall (Heidemarie Laurent, Sean Laurent, Thomas Kwapil). We recently received the exciting news that we have filled the chaired position so generously provided by the family of former distinguished faculty member Professor and Head Professor and Head

From Abnormal Psychology to the Bench

By Jill-Ellyn Strauss (BS ’79)

Wendy Heller
Professor and Head

I arrived on the campus of University of Illinois on a hot, muggy, August day in 1975. I was seventeen. I was too shy to seek out and introduce myself to everyone I now consider my new mommies. Julie. Fortunately my eleven-year-old sister was out. My parents, both in the class of 1946, gave me a quick tour of campus, pointing out dormitories, house and their initials carved into the staircase at the old dorm. They then left. Julie and I headed out for the first adventure. We made our way through the masses to register for classes in the Aremy. During those first few weeks we discovered where to get the best pizza – no one ever agreed. Was it Garcia’s, Papa Del’s or somewhere else?

I loved sunny days hanging out on the quad, going to football games and nights out with friends. I remember the halls of the “underground grass”, as the library was called. I loved coming back to the dorm with everyone fresh and clean.

How we think and why we respond to the world around us has always fascinated me. What makes people “tick”? My initial life plan was to be a doctor. I never could have imagined. When I lecture at the law school or take my family down a professional path in the mental health field or play into our individual and collective psychology. An understanding of how the brain and its limitations play a very important part in my work and must do and must understand. The justice system has recognized that addressing the reasons a person enters the system and helping them deal with their mental health issues and addictions will be more effective in getting them out of the court system and helping them lead healthy productive lives.

I believe that my studies helped me to understand better what makes people “tick”. As a prosecutor I often have to tell people that the “tinker” for a crime is not something that has been proven. That is true – but human behavior, mental illness, and thinking processes are complex instances of the five senses to examine something or test it, it is suffering psychological trauma. If you cannot use one defensible and productive lives.

My degree in psychology opened doors for me that I never thought I would be able to open. When I lecture at the law school or take my family down a professional path in the mental health field or play into our individual and collective psychology. An understanding of how the brain and its limitations play a very important part in my work and must do and must understand. The justice system has recognized that addressing the reasons a person enters the system and helping them deal with their mental health issues and addictions will be more effective in getting them out of the court system and helping them lead healthy productive lives.

I have had to learn about brain development and...
First Friday Alumni Panels

How do I use my Psychology degree for a career in Education?

How do I use my Psychology degree for a career in Law?

How do I use my Psychology degree for a career in Human Resources/Business?

2015 Psychology Leadership and Career Development Workshop

The Psychology Alumni Advisory Board and the Department of Psychology co-sponsored a two-day “career camp” targeted to psychology undergraduates in September. The workshop featured Psychology alumni as well as a special presentation by Eric Gravel, whose teaching career was the basis for the movie “Freedom Writers.”

The workshop is highly experiential and focused on providing students with the knowledge and skills they need to identify job opportunities (e.g., networking and personal brand development) and to conduct an effective job search (e.g., resume preparation, job interviewing, evaluating job offers); and enabling students to acquire knowledge about how to work effectively in a professional workplace (e.g., dealing with office politics, managing your boss, conflict resolution) and how to develop critical leadership skills.

Undergraduate Career Exploration Award

The Psychology Alumni Advisory Board created the Career Exploration Award to assist students as they explore a possible occupation and try an internship for the first time. The award will provide financial support for qualified undergraduate students in psychology who take on unpaid summer internships related to their field of interest.

Current psychology undergraduate students are eligible to apply if they have secured an unpaid summer internship lasting for at least six weeks with a minimum of 120 hours of total work performed; will achieve passing standing by the start of the fall semester (students currently completing their sophomore year); and earned a minimum GPA of 3.0 both in the major and overall.

Shape the Future Today Fund

www.psychology.illinois.edu/giving/why/

Career Exploration Award Application:

www.psychology.illinois.edu/undergrad/opportunities/awards/

Even More Awards.aspx

For more information about the award contact Kerri Nehans (nehans@illinois.edu) or Robert Wickersberg (wickers@illinois.edu).

2015 Summer Award Recipients

Nicole Robinson

I worked exclusively with the Office of Talent Management, formerly the Office of Human Resource Development, at the University of Wisconsin-Madison. My role as a virtual intern focused on organizing and developing a seminar on Customer Service Training that could be taught to faculty and staff on campus. My work entailed formulating a PowerPoint, Participant and Instructor Manuals, Quick Reference Guide as well as Pre- and Post-Assessment Assignments.

After wrapping up this project, I was also able to work on some infographics and graphs to represent the Office of Talent Management Programs’ statistics in a more condensed and eye-catching display. I analyzed and broke down the data taken from each of the seven programs, such as registration, attendance, and evaluation scores and presented them in a single-page infographic. What I learned from this process is that a simplistic enough presentation as an infographic can provide insight and understanding into data that could be complex. Overall, my major takeaway from this experience was that I truly enjoyed my taste of the Human Resource field, so much so in fact that I changed my career path to follow this newfound passion.

Emily Hankusky

Thank you for the generous gift of supporting my travel to the Society for Neuroscience meeting. This was extremely valuable for my career goals. I am planning to defend my dissertation this May and was able to meet with several potential post-doctoral advisors. Having the chance to meet with them and share my ongoing research was invaluable in my search for the next step in my career.

Daniel Sosee

This summer, I had the opportunity to intern at Zacharias Sexual Abuse Center in Gurnee, Illinois. In my time there, I completed a 40-hour training to become certified to work at any rape crisis center in Illinois. My work included survivor advocacy programs, such as legal advocacy and taking calls on the 24-hour support line, as well as prevention and development projects. I am most proud of my contribution to the University of Illinois First Year Campus Acquaintance Rape Education (FYCARE) program. With help from Zacharias staff, I was able to compose a revision to the drug and alcohol section of the FYCARE script. I not only gained applicable skills for my future, but also found an amazing group of professionals making a difference in my community.

Nicolleta Wagner

I was a part-time Marketing Intern for Developmental Services Center, a non-profit agency that provides services to families and children with developmental disabilities in the Champaign-Urbana area. My main task was to produce content for the Development Department’s various marketing initiatives, including a paper quarterly newsletter and social media platforms.

I was interested in this internship because I wanted some real world experience in one of the fields I was considering going into. Marketing and human resources are two fields that I have been interested in exploring further, and this summer I was able to delve into this marketing position. I feel that I gained some very good experiences and new skills. Going forward, I think my next step will be to look for an opportunity to have experience in the field of human resources.

Psychology Alumni Advisory Board Travel Award

The Psychology Alumni Advisory Board has designated funds from the Shape the Future Student Fund to support graduate student conference travel. Graduate students who are presenting a paper or a poster at a conference are eligible to apply for the award.

The Department of Psychology would like to express our deep appreciation to the Psychology Alumni Advisory Board for its commitment to enhance the educational experience of our graduate students.
Laura Bolton Research Development Award

The Department of Psychology would like to thank Dr. Laura Bolton (BF’56, 2014 Alumni Achievement Award recipient, and her husband, Russell Bolton (BS’55, MS’59, PhD’68 Ceramic Engineering, Illinois), for establishing the Laura Bolton Research Development Award. The award provides financial support to qualified undergraduate psychology students who are conducting summer research in a psychology lab on campus.

2015 Summer Award Recipients

Jacqueline Beck
Cognitive Development Lab

Beck studied how psychological essentialism might be related to national identity, and whether this relationship shapes our social beliefs and behaviors. She researched how children might have social preferences based on national identity.

“The financial assistance you provided will be a great help for me to continue on my educational goal.”

Justice Lien
Cognitive & Affective Neuroscience of Pathology Lab

Lien assisted with a project that examines associations among executive functions, genetic risk, and ADHD.

"My responsibilities will range from patient intake, secretary duties, insurance filing, and patient evaluations. I look forward to direct patient interaction and group therapy assistance/ direction in the Portrait eating disorder support program during the second half of the internship. This internship is critical for my professional development as it will mark my first official immersion into a mental health practice as a staff member. In past years, I have worked full-time waitressing in Chicago to get by, and as a result, missed out on internship opportunities that are relevant to the career path I'm working towards at UIUC. With 20 hours of weekly unpaid time at Portrait, the support from the Professional Development Award will be extremely helpful and appreciated.”

Julia Nikolauer
Brain and Cognitive Development Lab

Nikolauer worked on research studies that evaluate how participants from infancy through adulthood understand numbers.

"My excitement and gratitude is being selected as a recipient of the Laura Bolton Research Development Award is more than I could ever put into words.”

Alumni Professional Development Award

Your donations to the Shape the Future Today Fund have made it possible to help support undergraduate students in unpaid internships through the Alumni Professional Development Award. Two students received awards this summer:

Danielle Kemsky
an intern at the Sleep and Behavior Institute in Vernon Hills, IL.

"Through my internship I will be learning and developing new skills and a deeper understanding of concepts that I learned in class through hands-on application. It will give me the opportunity to see what working in the medical field is like on a day-to-day basis. I will gain business experience through working in a private organization that will be useful in the event I decide to open my own practice as a psychiatrist which is something I have always dreamed of doing.”

Lauren Santti
an internship at Portrait Health Center in Chicago, IL.

“My responsibilities will range from patient intake, secretarial duties, insurance filing, and patient evaluations. I look forward to direct patient interaction and group therapy assistance/direction in the Portrait eating disorder support program during the second half of the internship. This internship is critical for my professional development as it will mark my first official immersion into a mental health practice as a staff member. In past years, I have worked full-time waitressing in Chicago to get by, and as a result, missed out on internship opportunities that are relevant to the career path I’m working towards at UIUC. With 20 hours of weekly unpaid time at Portrait, the support from the Professional Development Award will be extremely helpful and appreciated.”

Distinguished Alumnus Honored

The Department of Psychology honored Samuel Krug, a distinguished alumnus, at our awards program on May 16, 2015.

Dr. Krug received both his M.A. (1968) and Ph.D (1971) degrees in Psychology from the University of Illinois, Urbana-Champaign. He is currently chairman and CEO of MetriTech, Inc., an educational testing company that works primarily with large-scale, state testing programs. He has published many articles, books, and texts. His articles and books all relate to issues in applied personality and educational measurement.

Krug has also worked with Psychology Advisory Board member Denise Dallmier Burger to arrange and conduct mock interviews for students in the Capstone Internship Seminar. These mock interviews provide students not only with a realistic introduction to interviews in the business world, but gives them feedback and suggestions so that the students can be successful as they embark on their career paths. Krug has been very generous with his support to allow these mock interviews to be held during lunches at the Champagne Country Club.

Krug also helped to kick off our new Shape the Future Today campaign with his donation to create the Raymond B. Cattell Scholarship in Psychology.

Alumni Share Advice

Thirty-five (35) Psychology alumni came back to campus on Monday, March 2, 2015 to offer students insight on how a degree in Psychology can prepare them for a future career. Four of the alumni, Kari Carpenter, Rebecca Darr, Brandon Dixon, and Nicole Shields participated in an hour-long panel discussion. The alumni shared information about their career paths and experiences followed by a question and answer session. Students had the opportunity to meet one-on-one with alumni from 5-6:30pm in the Psychology Auditorium. The event is special for the students as well as the participating alumni. If you are interested in participating in the department’s 2016 event, contact Cheryl Berger, Assistant Head for Alumni Relations at (217) 333-3429 or berger@illinois.edu.

You can view a video of the panel discussion, Q & A, at: www.psychology.illinois.edu/memorial/vids/

You can view pictures from Career Information Night at: www.psychology.illinois.edu/alumni/news/gallery/

Human Resources is a popular career with psychology students

Eddie Bland IV

"I wanted to thank you again for giving me the opportunity to speak with undergraduates about a career in school psychology. It is a career that I am very passionate about and my education and experiences from the U of I have truly served as a catalyst for where I am today.”

Colleen Fischer BS 2006
What's Your Story?
Undergraduate psychology students would like to know how you use your Psychology major in your current field/job/career. Contact Cheryl Berger, assistant head for alumni relations, at d Berger@illinois.edu to share your story.

Rodney Hammond (BS ’54) served as the Director of the Division of Violence Prevention at the National Center for Injury Prevention and Control for fifteen years. He was the first psychologist to serve as a director of a division of the CDC. “Psychology is much more than the traditional roles you may be aware of. When you think of a career in psychology, think beyond these limited roles!”

Anna Kokareff (BS ’01) is a physiotherapist in a private practice. “In my day-to-day practice, I synthesize my knowledge of anatomy, physiology, pharmacology, psychology and addictionology with interventional procedures. I credit a large part of my pursuing an atypical career path, as well as being able to consider problems from multiple perspectives, to the incredible diversity and quality of coursework I had at Illinois.”

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Brad Perlstein (BS ’91; MHR ’92) is Vice President of Human Resources for the world’s second largest manufacturer of construction and mining equipment (Komatsu). “In using the principles I learned from my Psychology degree every day.”

Read more about their careers at: www.psychology.illinois.edu/mentoring/yourstory/

Shape the Future Today Fund
We would like to thank all of the contributors to our first fundraising campaign for making it such a success. The campaign raised $32,828 to provide need-based scholarships for unpaid internships and update classrooms with state-of-the-art audio-video technology.

The Psychology Alumni Advisory Board has decided to launch a new Shape the Future Today Campaign. We are expanding our scope and raising the financial goal to $100,000. That is our goal as alumni—that will be our legacy.

For more information: www.psychology.illinois.edu/giving/shape/

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Scientists are elected by their peers to membership in the nation’s honorary societies in the fields of arts and sciences. Established by an Act of Congress, signed by President Abraham Lincoln in 1863, the Academy has been elected to the Academy, one of the longest-standing honorary societies in the nation.

Gary Dell award from the American Psychological Association recognizes departmental faculty who consistently contribute to instruction, focus on students and the quality of instructional outcomes, develop innovative approaches to teaching and influence the curriculum.

Amy Cohen is an assistant professor in the Clinical Division. Her previous research has focused on the family psychology of children with autism spectrum disorders (ASD), as well as the application of applied behavioral analytic strategies to learning and skill acquisition. Dr. Cohen’s current projects are focused on population-based studies for determining the epidemiology and prevalence of ASD. Starting in Fall 2015, Dr. Cohen will be recruiting families for the Autism Clinic, a training-focused clinic offering diagnostic evaluations for individuals age 12 months -18 years with concerns for developmental disabilities.

Andrei Cimpian was elected as the 2015 recipient of the Hohenboken Award. This award recognizes departmental faculty who consistently contribute to instruction, focus on students and the quality of instructional outcomes, develop innovative approaches to teaching and influence the curriculum.

Joseph Cohen, an assistant professor in the Clinical Division. His research largely centers on issues related to developmental psychopathology, with a specific focus on the impact of cognitive, interpersonal, and physiological processes on emotional distress in various youth populations. He is also interested in translating developmental psychopathology findings into improved community and medical screening procedures for at-risk youth. Currently, he is focused on developing objective, efficient psychiatric screeners to be used in emergency medical contexts.

Methodologically, her work employs a combination of experimental laboratory approaches and field studies, and draws on a variety of tools and techniques from different disciplines—including eye-tracking, voice pitch analyzers, behavioral coding of non-verbal behavior, experimental economic games, and the measurement of testosterone and cortisol—to study social behavior in individuals’ daily lives, face-to-face lab groups, and in naturalistic groups such as athletic teams and MBA social networks.

Ross Named Associate Dean and Executive Associate Dean

Brian Ross has been appointed as Associate Dean working with the Social/Behavioral Science units and the International Centers in the College of LAS. He was also appointed in August as Executive Associate Dean in the College and will oversee management of the college offices. Ross served as interim head of the Department of Psychology, interim Associate Dean and interim Dean at the College.

National Academy of Sciences

Renée Baillargeon and Gary Dell have been elected to the National Academy of Sciences. Established by an Act of Congress, signed by President Abraham Lincoln in 1863, the NAS is charged with providing independent, objective advice to the nation on matters related to science and technology. Scientists are elected on their peers to membership in NAS for outstanding contributions to science.

2015 Kenneth and Mamie Clark Award

Carla Hunter received the award from the American Psychological Association of Graduate Students (APAGS). This APAGS award honors psychologists who have made outstanding contributions to the professional development of ethnic minority graduate students.

Linowes Faculty Fellow

Dov Cohen has been named a David S. Linowes Fellowship fellow by the Clinic Center for Democracy for the 2015-16 academic year. Cohen research focuses on the interaction between cultural logics, people and contexts, with an emphasis on comparing race, dignity, and honor-focused cultures. During his time as a Linowes Fellow, he plans to expand and enhance the Clinic Center for Democracy’s Composition of Religion and Ethnic Groups (CREG) database in order to improve the understanding of ethnic-religious demography, fixed socio-cultural traditions and their relationship to violent conflict.

Psychonomic Society Early Career Award

Sarah Brown-Schmidt won the award in recognition for her outstanding contributions to scientific psychology early in her career. The Psychonomic Society is the major professional organization for cognitive psychologists.

Department of Justice: Office of Justice Program (OJP): Science Advisory Board

Nicole Allen has been invited to serve on the board for a four-year term. The objectives of the board are to provide the Assistant Attorney General of OJP and the OJP bureaus and offices with advice about the state of research in the justice system and aligned fields, including underserved and understudied populations. The board will advise on OJP’s program development and provide guidance for OJP’s adherence to the highest levels of scientific rigor and how to encourage the use of science and research by justice system stakeholders.

Society for Community Research and Action

Nicole Allen has been made a fellow for her unusual and outstanding contributions or performance in community research and action.

Society for Industrial and Organizational Psychology (SIOP)

Dan Newman was named a fellow of SIOP in recognition for his work in adverse impact/race and gender issues in hiring and minority recruiting, emotional intelligence and its relation to job performance, narcissism in the workplace, job attitudes and their relation to work engagement and withdrawal, and research methods.

M. Scott Myers Award for Applied Research in the Workplace

Fritz Drasgow, Dean at the School of Labor & Employment Relations, along with his former graduate students, Sasha Chernyshenko, Stephen Stark, and Christoph Nye, are recipients of the Myers Award for developing the Taylor Adaptive Personality Assessment System (TAPAS) to support Army selection of enlistment screening for the Army since 2009. It has been found to be an effective enlistment screening tool that is resistant to “baking good” to date, close to one million applicants for enlistment have been assessed.

NEW FACULTY

Daniel Blevin is an assistant professor in the Social-Personality Division. His work seeks to understand how individual’s unique dispositions dynamically shape and interact with their environments to influence personality and cognitive ability, and how these characteristics in turn affect meaningful life outcomes. His research draws on behavioral genetic theory and methodology with a particular focus on charting the complex and winding pathways from genotype to behavior over development and across environmental contexts.

Joey Cheng is an assistant professor in the Social-Personality Division. Her research explores the psychological and biological underpinnings of social hierarchy and competition, and addresses questions such as how individuals rise to positions of leadership, what role do emotions (pride, humility, admiration) play in maintaining social hierarchy, how social networks influence our tendency to become overly confident about our abilities, and how achieving respect and recognition may alter our neuroendocrine systems.

TEACHING EXCELLENCE

Graduate Student Organization Instructional Award

This award is presented to faculty for excellence in teaching and advising at the graduate level. The 2015 recipient is Cindy Fishler from the Developmental Division.

Mabel Kirkpatrick Hohenboken Award

Andrei Cimpian was selected as the 2015 recipient of the Hohenboken Award. This award recognizes departmental faculty who consistently contribute to instruction, focus on students and the quality of instructional outcomes, develop innovative approaches to teaching and influence the curriculum.

Faculty Recognized for Professional Excellence

Chair, Psychology Department

This document clearly outlines the achievements of various faculty members, emphasizing their contributions to the Department of Psychology at the University of Illinois at Urbana-Champaign. The recognition of their work in various fields, including cognitive psychology, personality development, and social hierarchy, underscores the department’s commitment to excellence in research and teaching. The mention of national and international awards highlights the high caliber of research conducted within the department, contributing to advancements in the fields of psychology and related sciences.
drinking contexts engender greater alcohol-related risk for alcohol use disorder gain more social reward impact perceptions of social rejection? Do people at have explored in her work include: How does alcohol's rewards in a social context. Questions she examines how social processes might explain risk for alcohol use disorder. In particular, she is interested in heavy drinking, employing group drinking paradigms examining how social processes might explain risk for alcohol use disorder. In particular, she is interested in variability in attentional control among young adults with variability in attentional control and working memory capacity, as well as among healthy senior adults, and finally in non-clinical participants who have vulnerability for schizophrenia (i.e., schizotypy). Finally, she investigates individual differences in memory among young adults with variability in attentional control and working memory capacity, as well as among healthy senior adults, and finally in non-clinical participants who have vulnerability for schizophrenia (i.e., schizotypy). For more information about faculty research visit: www.psychology.illinois.edu/people/faculty/ The Lawrence Hubert Symposium FACULTY RETIREE NEWS Professor Carolyn Anderson (PhD ’92) organized the Lawrence Hubert Symposium May 29–30, 2015. Presentations were given by quantitative alumni, and current and former faculty colleagues. Hubert, the Lyle H. Lanier Professor of Psychology, Professor of Statistics and Educational Psychology, retired May 31, 2014 after twenty-seven years in the Department of Psychology. Professor Emeritus Harry Triandis recently published an autobiography, “A Cross-Cultural Life.” For more information visit International Association of Cross Cultural Psychology: www.iacgp.org/ebooks/ NEW FACULTY CONTINUED Catherine Fairbairn is an assistant professor in the Clinical Division. Her work uses laboratory-based alcohol administration paradigms in order to explore the mechanisms underlying alcohol use disorder. In particular, she is interested in examining how social processes might explain risk for heavy drinking, employing group drinking paradigms and nonverbal measures of emotion to examine alcohol’s rewards in a social context. Questions she has explored in her work include: How does alcohol impact perceptions of social rejection? Do people at risk for alcohol use disorder gain more social reward from alcohol than others? Wright certain social drinking contexts engender greater alcohol-related reward than others? Lili Sahakyan is an associate professor in the Cognitive division, investigating human long-term memory. She is interested in forgetting – from everyday forgetting that occurs incidentally, to motivated forgetting, which occurs when we intentionally try to forget something. We do not always wish to remember everything that happened to us, such as embarrassing or negative events, or even neutral information if it turns out to be wrong or outdated. She also investigates the flip side of forgetting – that is, what makes memories stronger, and which study strategies produce better memory. Finally, she examines how people estimate time. Our everyday experiences often involve estimates of duration, which often have to be inferred from events stored in memory. Her research examines how memory for events and their boundaries influence time estimation. Finally, she investigates individual differences in memory among young adults with variability in attentional control and working memory capacity, as well as among healthy senior adults, and finally in non-clinical participants who have vulnerability for schizophrenia (i.e., schizotypy). For more information about faculty research visit: www.psychology.illinois.edu/people/faculty/ Lyle Lanier Lecture Typing With Your Brain Waves... A Communication Tool for Locked in Patients Lyle H. Lanier lecture was the featured speaker for the Department of Psychology’s 2015 Fall Lyle Lanier Lecture on Thursday, October 15, 2015, 4 p.m. at the Beckman Institute Auditorium. Donchin received his PhD from the University of California, Los Angeles in 1965. Between 1965 and 1968 he was a research associate at Stanford’s Department of Neurology and at the Neurobiology Branch at NASA-Ames Research Center. Donchin joined the Department of Psychology at the University of Illinois in Urbana-Champaign in 1968 as an Associate Professor. He remained at Illinois until 2001, serving as head of the department between 1980 and 1994. He is currently a Professor Emeritus at Illinois and a Professor at the University of South Florida Department of Psychology, serving as Chair from July 2001—August 2008. His field of professional interest is cognitive psychology. Emanuele Donchin was the featured speaker for the Department of Psychology’s 2015 Fall Lyle Lanier Lecture on Thursday, October 15, 2015, 4 p.m. at the Beckman Institute Auditorium. Donchin received his PhD from the University of California, Los Angeles in 1965. Between 1965 and 1968 he was a research associate at Stanford’s Department of Neurology and at the Neurobiology Branch at NASA-Ames Research Center. Donchin joined the Department of Psychology at the University of Illinois in Urbana-Champaign in 1968 as an Associate Professor. 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He is currently a Professor Emeritus at Illinois and a Professor at the University of South Florida Department of Psychology, serving as Chair from July 2001—August 2008. His field of professional interest is cognitive psychology. Lyle H. Lanier received an undergraduate degree from Vanderbilt University in 1923, and an MA (1924) and PhD (1926) from Prudhoe College. Dr. Lanier was invited in 1950 to head the Department of Psychology at Illinois after a distinguished career at Vanderbilt University, New York University, and Vassar College. It was under his leadership that the department recruited the excellent faculty that established Illinois as one of the best departments in the country. He had a very broad concept of psychology that encompassed basic research with a deep commitment to placing psychology in the public service. The Department of Psychology would like to thank L. Gene and Catherine Lemon, and Lyle Lanier, Jr. for establishing the Lyle H. Lanier Fund in memory of Catherine and Lyle’s father, head of the Department of Psychology (1951-1959), dean of the College of Liberal Arts and Sciences (1959-1960); and provost of the Urbana campus (1960-1972). In honor of his many contributions, the Department organized the Lanier Lecture Series to illustrate how the scientific approach to the analysis of the mind and of behavior can yield results of significance to a variety of human concerns. The Lanier Lecture brings a distinguished psychologist to campus whose work is of interest to the general campus and local community. Previous Lanier Lectures have included: • Linda Bartoshok, Yale University School of Medicine • Marta Kutas, University of California, San Diego • Hazel Rose Markus, Stanford University • Richard Robust, University of Michigan • Daniel Kahneman, Princeton University • Arshamian Lapsi, King’s College, London, University of Wisconsin-Madison • Susan Golden-Meadow, University of Chicago • Robert Bjork, University of California, Los Angeles •
A longstanding trend in many societies is that across race, gender and geographical locations, individuals of lower socioeconomic status have higher mortality rates than those of higher socioeconomic status. As more societies today face rising income inequality, such social class disparity in health becomes more imminent. Consequently, this has motivated much interest and effort by psychologists, sociologists and policy researchers in investigating ways to reduce the disparity. One common approach taken by researchers to examine this issue is to explore psychosocial factors, or environmental and social influences, that could mitigate the negative health outcomes for individuals of lower socioeconomic status. To the same end, my advisor, Michael Kraus, and I were particularly interested in examining how holding certain lay beliefs about one’s social status can have long term effects on one’s health outcomes. Past research has shown that, to varying degrees, can internalize other’s as well as one’s own social identity by holding essentialist beliefs—that one’s gender, race or social class is biologically determined and therefore unchangeable (Haslam, Rotherthul & Ernst, 2000; Kellen, 2005, Kraus & Kelber, 2013).

In addition, research in the health domain has also found robust links between the chronic experience of negative self-conscious emotions (e.g., shame, anxiety) and poor physiological health profiles, such as elevated cortisol levels and proinflammatory cytokine activity (Dickerson & Kemeny, 2004; Dickerson, Grantewell, & Kemeny, 2004). Drawing from these lines of research, we speculated that holding essentialist beliefs about one’s social class may be particularly toxic for lower-class individuals. Specifically, believing that your subordinate status is due to your “bad genes” is likely to elicit feelings such as shame and anxiety, which when experienced chronically, shapes negative health outcomes in the long run. We conducted a series of studies to test this possibility.

Our first study aimed to provide initial correlative evidence that essentialist beliefs about social class have links to lower-class individuals’ health outcomes. We recruited participants from an online national sample and collected reports of their lay beliefs about social class using an essentialism beliefs scale (Kraus & Kelber, 2013), and their self-rated general health using items from the Short Form 36-item Health Survey (Ware & Sherbourne, 1992). This self-rated health measure has been found to be predictive of subsequent mortality (Baker, Zyzanski, & Hays, 1984; Ware & Sherbourne, 1992). We found that lower-class participants who endorsed essentialist beliefs about their social class had worse health outcomes, with the expectation that the effect acts through their experience of negative self-conscious emotions elicited by their beliefs. Once again, we examined undergraduate participants and employed the same essentialist beliefs manipulation with the same measures of negative emotions and self-rated health used in the previous studies. The results were consistent with our expected causal pathway: Lower-class participants who read the essentialist argument reported poorer health than upper-class participants who read the same argument, and this effect was explained by lower-class participants’ elevated experience of negative self-conscious emotions after reading the article. Lower-class participants who read the non-essentialist argument, on the other hand, reported similar emotional experiences and health levels as the upper-class participants who read the same argument.

Overall, our findings demonstrate that being in a lower social class does not inevitably lead to poorer health outcomes, contrary to what the longstanding social class disparity would imply. The way lower-class individuals perceive their social status can influence their everyday emotional experience that can powerfully shape their future health trajectories. Importantly, our research suggests that rejecting the notion that social class is “in my genes” can offer protective benefits and buffer lower-class individuals from chronic negative feelings about themselves that can lead to poor health.

Jacinth Tan is a 4th year graduate student in the Social-Personality division. Her research broadly revolves around examining how specific life conditions and socially acquired factors can influence lower-class individuals’ affective experiences, health, and subjective well-being. She takes a social psychophysiological approach to study these questions in her own research.

“Rejecting essentialist beliefs about social class can buffer lower-class individuals from negative emotions and poor health.”

The results of these studies have been published in a number of high impact journals, including the Journal of Personality and Social Psychology, the Journal of Health and Social Behavior, and the Journal of Personality. These studies have been influential in shaping the field of social psychology and have been cited extensively in subsequent research.

Jacinth Tan is an accomplished researcher and has been recognized for his contributions to the field. He was awarded the Harry Huffstutler Award for Outstanding Research in Social Psychology in the year 2015. This award is given to recognize outstanding research contributions to the field of social psychology. Jacinth Tan has also been selected as a graduate student fellow at the University of Illinois at Urbana-Champaign, which is a highly competitive program that provides funding and support for graduate students pursuing research in social psychology. His research has been published in several prestigious journals, including the Journal of Personality and Social Psychology, the Journal of Health and Social Behavior, and the Journal of Personality. These studies have been influential in shaping the field of social psychology and have been cited extensively in subsequent research.

The Department of Psychology is grateful to the generous donors who have established fellowships and awards in honor of family members and distinguished faculty and staff who have influenced their lives. Gifts from alumni and friends enable the department to support the research of our most promising students. Since entering graduate school, Qu has been on the lookout for a place to call home, as well as for opportunities in the United States and beyond. This is an exciting and challenging time for Qu, and she is looking forward to exploring new opportunities and experiences in the years to come.

Social Class Is Not In My Genes

By Jacinth Tan

GENEROUS DONORS ASSIST STUDENTS

The Department of Psychology is grateful to the generous donors who have established fellowships and awards in honor of family members and distinguished faculty and staff who have influenced their lives. Gifts from alumni and friends enable the department to support the research of our most promising students.

GRADUATE STUDENT Honored for Teaching Excellence

Congratulations to Jorge Ivan Hernandez (Social-Personality Division) who was the recipient of the Department of Psychology’s Award for Excellence in Teaching by a Graduate Student. Hernandez was an instructor in PSYCH 201, Introduction to Social Psychology and taught seminars sections of the class (2017 fall semester through 2014 summer semester). He was on the list of Teacher Ranked as Excellent eighth of the last nine semesters. Hernandez’s faculty supervisor, Clinton Treadway, stated in her nomination letter, “Everyone on the team loves Ivan, witnessed unbridled passion for teaching. He has a classroom energy that is unmatched by his peers. He has a passion for his subject matter and the desire to make learning fun and engaging for his students. I had the impression that it was witnessing the renewal of the Socratic method, which is a method that engages students in a deeper, more meaningful exchange of ideas.”

Hernandez’s teaching philosophy is centered around the idea of engaging students in critical thinking and active learning. He believes that by encouraging students to think for themselves, they are better equipped to understand complex concepts and apply them in real-world situations. Hernandez’s approach to teaching has been described as dynamic and energetic, with a focus on fostering a collaborative and inclusive classroom environment.

Since entering graduate school, Qu has been on the lookout for a place to call home, as well as for opportunities in the United States and beyond. This is an exciting and challenging time for Qu, and she is looking forward to exploring new opportunities and experiences in the years to come.
Fourteen undergraduate students received a James E. Spoor Scholarship based upon their outstanding psychology student whose scholarship and/or service.

**Frederick & Ruby Kanfer Award**

To honor his legacy, his family established the Frederick and Ruby Kanfer Award, to be presented to a psychology student whose scholarship and/or service.

**Sarah C. Mangelsdorf Graduate Award in Psychology**

The Sarah C. Mangelsdorf Graduate Award in Psychology was established in 2008 to honor Mangelsdorf for her achievements and contributions to the UIUC. Mangelsdorf served as associate head of the Department of Psychology.

**Amphetamine Exposure During Adolescence on Anxiety-and Depression-like Behaviors and DY Receptor Expression in Young Adulthood.** Her research advisor was Associate Professor Josh Gulley.

**Julie Sutton-Osgood Psychology Award**

The Julie Sutton-Osgood Award in Psychology was established in 2008 by family and friends in memory of Sutton-Osgood whose career goal was to become a practicing physician. Sutton-Osgood trained as an emergency medical technician (EMT) and worked summers for an ambulance company while enrolled as a psychology student at Illinois.

After graduation she completed a paramedic course and worked for Superior Ambulance Company and became an EMT-coordinator through Christ Hospital and Hope Children’s Hospital. A few years later she attended physician assistant school while she continued to work full-time.

Sutton-Osgood fulfilled her goal to become a licensed Physician’s Assistant. The Julie Sutton-Osgood Award in Psychology is intended to help students realize their dream of becoming either a physician or another type of medical practitioner.

The 2015 Julie Sutton-Osgood Award in Psychology was awarded to Allison Marks who aspires to become a Physician’s Assistant.

**Janet Tritsch Memorial Award**

The Janet Tritsch Memorial Award was established in 1975 in memory of Janet Tritsch, who as an undergraduate student was active in psychology research. The 2015 award was presented to Mariah Wu for her senior honors thesis, “The Effects of Citalopram Exposure During Adolescence on Anxiety-and Depression-like Behaviors and DY Receptor Expression in Young Adulthood.” Her research advisor was Associate Professor Josh Gulley.

**UNDERGRADUATE STUDENT AWARDS (continued)**

**HONORS IN PSYCHOLOGY**

The Honors Program, coordinated in 2014-15 by Professor Aaron Benjamin, is a three-semester sequence of courses designed to offer outstanding undergraduates an opportunity to do sustained scholarly work on a specific research project, culminating in the preparation of an undergraduate Bachelor’s thesis, and a poster presentation at the Honors Program Fair. Students who complete the program graduate with “Honors in Psychology.” Thirteen students presented their research at the Honors Program Fair on April 23, 2015.

**Lauren Gay** (Political Science & Psychology)

**Carly Graham** (Psychology & Philosophy)

**Emily Newton** (Psychology)

**Tianjun Sun** (Psychology & Statistics)

**Neha Howarath** (Psychology)

**CLASS OF 2015: SENIOR 100 HONORARY**

Senior 100 Honorary, sponsored by the University of Illinois Alumni Association (UIAA) and Student Alumni Ambassadors (SAA), recognizes 100 graduating seniors for their notable achievements as students as well as their future commitment to the university. Interested seniors from all of the Colleges across the campus have their applications reviewed by the UIAA and SAA. The honorees are active campus leaders who have developed leadership skills and demonstrated University loyalty through their past campus involvement as well as their future plans.

The Department of Psychology is pleased to announce that five psychology students were selected for this honor.

**Lauren Gay** (Political Science & Psychology)

**Carly Graham** (Psychology & Philosophy)

**Emily Newton** (Psychology)

**Tianjun Sun** (Psychology & Statistics)

**Neha Howarath** (Psychology)
DIVISION AWARDS FOR OUTSTANDING UNDERGRADUATE STUDENTS

**DIVISION AWARDS FOR OUTSTANDING UNDERGRADUATE STUDENTS**

**BEHAVIORAL NEUROSCIENCE**
- Donald O. Hebb Award: Andrew Sheriff
- Karl Lashley Award: Adam Gold

**BRAIN & COGNITION**
- Michael Coles Award: Mark Gupta
- Manny Doshin Award: Zachariah Bertels

**CLINICAL/COMMUNITY**
- Community Action Award: Michelle Name
- Outstanding Clinical-Community Science Undergraduate Student Award: Leah King

**COGNITIVE**
- Charles Dagnan Award: Rachel Kaim
- Outstanding Undergraduate Student Award: Eric Holmes

**DEVELOPMENTAL**
- Outstanding Undergraduate Student Award: Sarah Asaturian, Christopher Bell, Alana Glickman, Heather Ross, Janice Ng

**QUALITATIVE**
- Outstanding Undergraduate Student Award: Brittany Bayman

**SOCIAL PERSONALITY-ORGANIZATIONAL**
- Harry Triandis Award: Gay Yun

**VISUAL COGNITION & HUMAN PERFORMANCE**
- Charles Erikson Award: Nicole Hakim
- Christopher Wickens Award: Carly Graham

Your generous gifts to the Partnership for Psychology Fund bolsters our funding of awards for outstanding undergraduate research and academic accomplishments.

Front Row L-R: Alana Glickman, Heather Ross, Ranch Gupta, Haley Hakim, Carly Graham, Leah King; Back Row L-R: Alana Glickman, Sarah Assararian, Andrew Sheriff, Gay Yun, Christopher Bell, Zachariah Bertels, Eric Holmes, Michelle Name.

Front Row L-R: Mia Kaim, Heather Ross, Ranch Gupta, Nicole Hakim, Carly Graham, Leah King; Back Row L-R: Alana Glickman, Sarah Assararian, Andrew Sheriff, Gay Yun, Christopher Bell, Zachariah Bertels, Eric Holmes, Michelle Name.

Not pictured: Brittany Bayman, Adam Gold, Rachel Kaim, and Janice Ng.

OVER THE SUMMER...

During the summer, I found my internship to be very beneficial and meaningful. I was able to apply so many of the skills I’ve learned at U of I, and was able to contribute to Crist Kolder Associates.

OUTSTANDING UNDERGRADUATE STUDENT AWARD: Sarah Asaturian, Christopher Bell, Alana Glickman, Heather Ross, Janice Ng

UNDERGRADUATE SPOTLIGHT

**MIA ECCHER**
I am currently a junior majoring in Psychology and Gender and Women’s Studies with a minor in Leadership Studies. I am interested in organizational and clinical psychology. I enjoy working in the psychology research labs and participating in Psychology Student Leaders as well as the psychology honors society, Psi Chi. I am currently a Leadership Development Intern for one of the psychology advisors. I also work for the Women’s Resource Center as a facilitator for UIUC’s First Year Campus Academic Success_RATE Education Program.

Over this past summer, I was fortunate to intern at Crist Kolder Associates. Crist Kolder Associates is a boutique executive search firm that specializes in placing executives at the C-suite level for Fortune 500 clients. The company’s past clients include: Hewlett Packard, General Motors, and McDonald’s. The company is located in Downers Grove, IL, and is comprised of seventeen employees. The firm has a friendly and familial atmosphere. The president of the firm is also a University of Illinois alumnus. I discovered the internship opportunity through a personal connection, but the firm also promotes the internship on the University of Illinois campus wide recruiting platform, L-Link. I received a phone interview as well as attended an in-person interview before receiving an offer for the position. The position was paid at a generous hourly rate. I also received an end of internship bonus based on my completion of the main project as well as other tasks. I worked full-time from June until the end of August, and working forty hours a week gave me an accurate understanding of an office atmosphere.

Since the company is rather small, I was able to make personal connections with every employee and truly understand what each individual contributes to the firm’s overall vision. I also had the opportunity to attend the company’s weekly meetings and to shadow some of the consultants on high-level projects. This gave me great insights into how the company is run as well as taught me important project management skills.

My primary focus was conducting research on Fortune 500 companies and updating the Crist Kolder Volatility Report. This annual research study examines the volatility of movement at the CEO, COO and CFO levels at large publicly traded companies in the United States. I utilized my quantitative psychology skills when collecting data, analyzing the results and formatting the tables and graphs. I also used the communication skills I acquired through various psychology classes while interacting with the other employees and clients. I found that my psychology courses helped me to understand people and their unique styles. This helped me to build stronger connections with them and to better understand how they approached specific work assignments.

I found my summer to be very beneficial and meaningful. I was able to apply so many of the skills I’ve learned at U of I, and was able to contribute to Crist Kolder on work that is very important to their firm.

**JEFF RUSER**
I have been involved with Psychology for over 15 years, both as a professional and as a student.

I had an internship with the Danville Riverhawks, a professional minor league basketball team, from November 2014-April 2015. The Riverhawks had been based in Chicago and were previously known as the “Chicago Tide.” The Riverhawks belong to the Premier Basketball League (PBL) — a league that is composed of 15 teams from the Midwest, North East and South East regions of the United States. The PBL employs players who are, most commonly former college players, continuing their playing career post-graduation and ideally moving on from the PBL to go and play in more competitive leagues in Europe, Asia, or the NBA.

As the team intern, I carried out a variety of tasks. Some of my responsibilities included assisting in team marketing operations, game day operations at the arena, and community outreach with the team. For the marketing side of my experience, I often set-up and positioned advertisements around the perimeter of the court so that our sponsors had advertisement exposure during the games. I was also asked to network with other local business owners in order to gain their financial support for the team.

On game day, my responsibilities included talking to players about the upcoming game and themselves so that I could gain experience building rapport with professional athletes. That aspect of the internship was extremely beneficial for me because I hope to become a professional sports psychologist after I attend graduate school. I was also asked on several occasions to oversee and help with operations at the score-board during the game.

Lastly, I joined the team on the days that the players went to the local Boys and Girls Club. This experience opened my eyes to the local youth and the daily routines and struggles they face before and after school. Joining the team at the Boys and Girls Club helped me get to know the players better, and also helped with their efforts to give back to their new community.

Overall, I enjoyed my internship with the Riverhawks and learned more than I could have imagined by going through this experience. I remain in contact with the owners of the team and I will be going back to a game this year to see how things have progressed in their second season in Danville.
I LOVE ILLINOIS WEEK
In honor of the birthday of the University of Illinois, the 1867 Society hosted “I Love Illinois” week February 23-27. As part of the festivities, Psychology Leaders organized a two-day “I Love Psychology” event in the lobby of the Psychology building. Students were enthusiastic about the chance to spin a wheel for a variety of prizes after they wrote what they loved about Psychology on a large cut-out “I.”

INTERNSHIP FAIR 2015
On Wednesday, October 28, Keri Niehans, Internship Program Coordinator, and Maddie Owens, Program Development Intern, hosted Internship Fair 2015. The fair was designed to connect undergraduate psychology majors with internships available at a variety of campus and community agencies. Students were able to talk with representatives about volunteer and job shadow opportunities. Eighteen organizations and 209 attendees took part in this inaugural event.

To advertise a spring, summer, or fall internship experience to our psychology undergraduates, inquire about hosting an intern, or to obtain more information about the program, please contact Ken Niehans at niehans@illinois.edu.

STUDENT AND STAFF AWARDS
The following students and staff were recognized for excellence during the past year. All recipients receive certificates and have their names inscribed on award plaques that are kept on permanent display in the Psychology Building.

2015 Honoree: Women’s Resources Center
Susanna Monen was selected as the 2015 Honoree by the Women’s Resources Center in the Office of Inclusion and Intercultural Relations in recognition of her invaluable work on behalf of women internationally.

Elizabeth Munsterberg Kopitz Graduate Fellowship
Shellie Sutherland won the fellowship from the American Psychological Foundation. She works with associate professor Andro Cimpian.

Ed Scheiderer Memorial Research Award
Juyeon Hur received the award for her first-authored paper entitled “Interactive effects of trait and state affect on top-down control of attention.” Because of the significant implications of her results for understanding emotional disorders, her paper was published in one of the most prestigious and influential journals in the field of neuroscience, Social, Cognitive, and Affective Neuroscience, impact rating 5.84, scan.socneurojournal.org.

Herman Eisen Award
Zhenfui Wang was nominated for her outstanding work with Chinese international students at the University of Illinois. She is a dedicated champion of the mental health of the Asian American community and utilizes diverse venues from program development to connecting students to on campus resources.

NIH Predoctoral Fellowship
Emily Hankovsky was awarded the National Institute of Health pre-doctoral National Research Service Award in 2014 for her research entitled “Methamphetamine effects of cognition and 5-HT receptors in orbitofrontal cortex.” She works with associate professor Josh Galley.

SANDS Graduate Fellowships
Jessica Silver was awarded the fellowship in this year’s competition. She works with professor Aaron Benjamin.

Ruth L. Kirschstein NRSA Predoctoral Fellowship
Konrad Bresin received the fellowship through the National Institute on Drug Abuse. The title of his research project is “Negative Affect and Illicit Substance Abuse: The Moderating Role of Self-Control.”

Sandra Goss Lucas Award for Excellence in Teaching Introductory Psychology
The award was established in 2008 in honor of Sandra Goss Lucas, who served as the director of the Introductory Psychology course for 11 years. Whitney Street (left) and Pamela Clevenger received the award for their outstanding contributions as instructors in Psych 100.

Department of Psychology Staff Award
Mae Donaldson

Department of Psychology Academic Professional Award
Daniele Frerichs

LAS Academic Advising Award
Ken Niehans
Picchu. They also traveled on the Amazon River. Larry and Claire Moller planned an adventure trip through Peru, including hiking Wayna Picchu and Machu Picchu.

Michelle Naese (BS’15), a psychology major attending the University of Illinois at Urbana-Champaign, spent two weeks during winter break on a faculty-led trip in Cape Town, South Africa. To study globalization, segregation, and social inequalities, she got to explore many parts of the city, from very wealthy areas to some of the informal shack settlements where people were forced to relocate by the government. Many of these homes were made of tin and had very little space for the families who lived in them. It was incredibly eye-opening to explore the vast differences in opportunities for South Africans and it was so much fun to experience a new culture!

Naese is currently the lab manager for psychology professor Eva Pomerantz’s Center for Parent-Child Studies. Where have you worn your commemorative Psychology T-shirt? Share your pictures with us and you can be featured in Psychology Times. Contact Cheryl Berger at cberger@illinois.edu.

Michelle Naese at the top of Lion’s Head mountain, South Africa.
Diversity in Psychology
The members of the University of Illinois at Urbana-Champaign Department of Psychology are committed to fostering and supporting a climate of inclusion, celebrating human diversity in all its forms, and engaging in cutting edge diversity science. For more information about diversity research in psychology, diversity awards, and campus resources visit: www.psychology.illinois.edu/about/diversity

Become a Psychology FACEBOOK Fan
Find us at “University of Illinois Psychology Department” and keep up-to-date on important news and events.

Network on LINKEDIN
Join Psychology's alumni networking group “University of Illinois Department of Psychology Networking” and expand your professional network. Contact cberger@illinois.edu for details.

Update Your Information
Update us on your latest news and current email address at: www.psychology.illinois.edu/alumni

Psychology E-Newsletter
You can find a link to the E-newsletter at: www.psychology.illinois.edu/enewsletter. Let us know if you would like to be added to our email list at: alumni@cyrus.psych.illinois.edu.

Invest in the Future of the Department
The Department of Psychology benefits from the generosity of friends, like you, who share in our commitment to excellence in the liberal arts and sciences. With your support, we will continue to transform the lives of our students.

GIVE ONLINE:
psychology.illinois.edu/giving