

**FACULTY RESEARCH INTERESTS
2007-2008**

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

Lera Boroditsky, Assistant Professor, Ph.D. Cognitive Psychology, Stanford University, 2001. Relationships between mind, world and language. Mental representation, metaphoric structuring, conceptual development, conceptual change. Acquisition of knowledge and meaning. Cross-linguistic similarities and differences in thought. Interrelationships between language, cognition, and perception. Methods include behavioral, developmental, cross-linguistic, and neuroscience approaches.

Laura L. Carstensen, Professor. Department Chair. Ph.D. Clinical Psychology, West Virginia University, 1983. Age differences in social and motivational processes, particularly concerning the temporal context of goal setting; socioemotional selectivity theory; individual differences in emotional experience and regulation.

Herbert H. Clark, Professor. Ph.D. Experimental Psychology, Johns Hopkins University, 1966. Psychology of language. Study of cognitive and social processes in language use, from disfluencies up to social exchanges. Special interest in speaking and understanding in conversation, especially how people accomplish things together in dialogue. Study of what speakers mean in saying what they say, not only with speech but with gestures and other actions.

Carol S. Dweck, Professor, Ph.D. Psychology, Yale University, 1972. My work bridges developmental psychology, social psychology, and personality psychology, and examines the self-conceptions people use to structure the self and guide their behavior. My research looks at the origins of these self-conceptions, their role in motivation and self-regulation, and their impact on achievement and interpersonal processes.

Jennifer L. Eberhardt, Assistant Professor. Ph.D. Psychology, Harvard University, 1993. Primary research interests include stereotyping, prejudice, and stigma. Most recent research examines the nature of racial categories. Focus on the social psychological implications of viewing race as a natural category (rather than as a socially created category) and the link between racial stereotyping and racial categorization.

Anne Fernald, Associate Professor. Ph.D. Psychology, University of Oregon, 1982. Early development of communication and language. Using online measures of spoken language understanding, we investigate the development of speed and efficiency in children's early comprehension in relation to their emerging lexical and grammatical competence. In addition to our ongoing research with English-learning children at our Stanford campus lab, we have recently established a new lab in East Palo Alto. Here we are exploring early bilingual development with Latino infants and young children learning Spanish as well as English.

Ian H. Gotlib, Professor. Ph.D. Clinical Psychology, University of Waterloo, 1981. Current interests include social, cognitive, biological, and genetic factors in affective disorders; using neuroimaging to examine neural structures involved in the processing of emotional stimuli and reward in depression; interplay of emotional, biological, and genetic aspects of risk for depression in children.

Kalanit Grill-Spector, Assistant Professor. Ph.D. Computer Science and Neurobiology, Weizmann Institute of Science, 2000. Main research interests are high-level vision, object and face recognition, learning categories and concepts, studying the neural basis of visual cognition using functional imaging (fMRI) of the human brain, computational modeling, and behavioral investigations of visual perception.

James J. Gross, Associate Professor. Ph.D. Clinical Psychology, University of California, Berkeley, 1993. I am interested in emotion and emotion regulation. My research employs behavioral, physiological, and brain measures to examine emotion-related personality processes and individual differences. My current interests include emotion coherence, specific emotion regulation strategies (reappraisal, suppression), automatic emotion regulation, and social anxiety.

Leonard M. Horowitz, Professor. Ph.D. Psychology, Johns Hopkins University, 1960. My research focuses on interpersonal processes that are at the intersection of personality, social psychology, and psychopathology. I am particularly interested in a two-dimensional theory of interpersonal interaction based on everyday dyadic interactions that helps explain phenomena of psychopathology. My research relates interpersonal processes to interpersonal motives, adult attachment styles, social support, interpersonal problems, personality disorders, and, more recently, prototype theory as a way of exposing individual differences in different types of social knowledge.

Susan C. Johnson, Assistant Professor. Ph.D. Cognitive Science, Massachusetts Institute of Technology, 1994. I work on development in infancy and early childhood, particularly in the domain of social cognition. Most recently this includes work on individual differences in the cognitive, perceptual, and brain correlates of infant attachment. We are also beginning work on related genetic and neuroendocrinological variations in infant attachment. In other work, we study theory of mind and the development of concepts of family and other social relationships in infancy and childhood. I've also done work on the relationship between typical development and neurodevelopmental disorders like Williams syndrome and autism.

Natasha Kirkham, Assistant Professor. Ph.D. Experimental Psychology, Cornell University. I am interested in the development of visuo-spatial understanding, cognition, and attention in infants and preschool age children. I am involved in two streams of research, one of which addresses the question of how infants learn about

their visuo-spatial environment with regards to the statistical regularities inherent in their perceptual world, and the other of which investigates the roles of attention and memory in preschoolers' task switching abilities. I employ several different methodologies in my research projects, using both corneal reflection eye-tracking and habituation/dishabituation with infants, and executive function tasks with preschoolers.

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

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

Mark R. Lepper, Albert Ray Lang Professor of Psychology and, Professor by courtesy, in the School of Education. Ph.D. Social and Developmental Psychology, Yale University, 1971. Strategies and techniques of expert tutors. Microcomputers in education: Effects on motivation and cognition. Intrinsic vs. extrinsic motivation. Detrimental effects of superfluous social controls and strategies for enhancing intrinsic interest. Biases and errors in human inference. Choice and its consequences: Cultural differences and choice overload.

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

Hazel Rose Markus, Davis-Brack Professor in the Behavioral Sciences. Ph.D. Psychology, University of Michigan, 1975. Sociocultural shaping of mind and self. Specifically, my work is concerned with how gender, ethnicity, religion, social class, cohort, or region or country of national origin may influence thought and feeling, particularly self-relevant thought and feeling. Recent studies of Japanese and American college students have focused on similarities and differences in the nature of self-concept and in the functioning of self-esteem. Related studies examine age and cohort variation in the form and functioning of the self in a large representative sample of American adults.

James (Jay) McClelland, Professor Cognitive Neuroscience. Ph.D. Cognitive Psychology, University of Pennsylvania, 1975. My work relies on parallel distributed processing models of perception, memory, language and thought. My collaborators and I combine experimental and computational approaches to investigate perception and production of spoken language, memory and learning, and attention and decision making. We also investigate aspects of cognitive development, especially focusing on language, semantic knowledge, and causal reasoning, and we also examine the effects of brain disease and brain damage on cognition. A recent interest, combining behavior, MEG, MRI, and modeling, is the coherent engagement of distributed brain regions during perception, attention, and cognition.

Samuel McClure, Assistant Professor. Ph.D. Neuroscience, Baylor College of Medicine, 2003. Employing a combination of experimental and computational modeling approaches, my work investigates the brain systems involved in reward learning and decision making with an emphasis on human behavior. Of particular interest is how decisions are generated through the interaction of diverse neural systems. One goal is to explain how variation in the function of these systems correlates with behavioral differences across individuals.

Dale T. Miller, Professor, and Morgridge Professor of Organizational Behavior, Graduate School of Business, University of Waterloo, 1975. The origins and consequences of people's false beliefs about the opinions, feelings, and practices of their peers. The social psychological consequences of the belief that self-interest should and does exert a powerful influence over individual and group behavior. Perception of justice and fairness.

Benoît Monin, Assistant Professor. Ph.D. Social Psychology, Princeton University, 2002. The moralization of everyday life; perceptions of group norms; norms against prejudice; cognitive dissonance; affect and memory.

Michael Ramscar, Assistant Professor. PhD, AI & Cognitive Science, University of Edinburgh, 1999. Language, mental representation and cognition. In particular: The relationship between usage and meaning; Language production, comprehension and acquisition; The development and representation of conceptual knowledge; Analogy and metaphor; Cognitive modeling.

Lee D. Ross, Professor. Ph.D. Social Psychology, Columbia University, 1969. Attributional processes and biases. Strategies and shortcomings in lay judgment and decision making. Basis of (and biases in) knowledge about self and others; egocentrism and "naive realism." Sources of interpersonal and intergroup conflict. Barriers to conflict resolution and techniques for overcoming such barriers.

Claude M. Steele, Lucie Stern Professor in the Social Sciences. Ph.D. Psychology, Ohio State University, 1971. Self-esteem and self-evaluative functioning; its role in shaping interests, motivations, and identity, and its role in maintaining psychological resilience. Reactions to being negatively stereotyped and its effect on shaping intellectual identity and performance. Collective models of prejudice. Effects of alcohol use on self-regulation and social behavior.

Ewart A.C. Thomas, Professor. Ph.D. Statistics, Cambridge University, 1967. Theoretical and experimental analyses of information processing, equity, and of small-group processes; statistical methods.

Jeanne L. Tsai, Assistant Professor. Ph.D. Clinical Psychology, University of California, Berkeley, 1996. Cultural influences on basic psychological and social processes related to emotion and their implications for mental health; acculturation, cultural orientation, and ethnic identity.

Anthony D. Wagner, Assistant Professor. Ph.D. Psychology, Stanford University, 1997. Cognitive neuroscience of memory and cognitive/executive control in young and older adults. Research interests include encoding and retrieval mechanisms; interactions

between declarative, nondeclarative, and working memory; forms of cognitive control; neurocognitive aging; functional organization of prefrontal cortex and the medial temporal lobe, assessed by functional MRI, MEG/EEG, and transcranial magnetic stimulation.

Brian A. Wandell, Professor, and Chair (by courtesy in Electrical Engineering and Radiology). Ph.D. Psychology, University of California, Irvine, 1977. Neuroscience and neuroimaging, including reading development in children, cortical plasticity and visual perception. Methods include functional MRI, diffusion tensor imaging, psychophysics, and computational modeling.

Jeffrey J. Wine, Professor, and, by courtesy, of Molecular and Cellular Physiology. Director, Program in Human Biology. Ph.D. Physiological Psychology, University of California Los Angeles, 1971. The goal is to understand how a defective ion channel leads to the human genetic disease cystic fibrosis. Studies of ion channels and ion transport involved in gland fluid transport. Methods include SSCP mutation detection and DNA sequencing, protein analysis, patch-clamp recording, ion-selective microelectrodes, electrophysiological analyses of transmembrane ion flows, isotopic methods, DIC (Nomarski) and fluorescence microscopy, optical methods for analysis of fluid secretion by cultured human cells and from intact human tissues obtained after surgery.

Professors Emeriti

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

Lyn K. Carlsmith, Senior Lecturer. Ph.D. Dept. of Social Relations/Psychology, Harvard University, 1963. Field study approach to learning about problems of children, adolescents, and certain clinical populations.

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

Albert H. Hastorf, Benjamin Scott Crocker Professor of Human Biology, and, by courtesy, in the Graduate School of Business. Ph.D. Social Psychology, Princeton University, 1949. Experimental studies of social interaction and social perception. The impact of physical deviance or disability on social perception and social interaction. Studies of the life course using the Terman Gifted Project data bank.

Eleanor E. Maccoby, Barbara Kimball Browning Professor. Ph.D. Experimental Psychology, University of Michigan, 1950. Socialization and parent-child interaction; Developmental change in personality and social behavior; Divorce and its aftermath as related to custodial arrangements; Differential development of male and female children.

Roger N. Shepard, Ray Lyman Wilbur Professor of Social Science, Emeritus. Ph.D. Psychology, Yale University, 1955. Universal psychological laws; the cognitive grounds of science and ethics.

Barbara G. Tversky, Professor. Ph.D. Psychology, University of Michigan. General interests: spatial cognition and language, event perception and cognition, diagrammatic reasoning, applications, memory, categorization. Current projects include: perception, representations, and description of events; gesture in thought and communication; perspective in spatial and action descriptions; how we retell the events of our lives and how that distorts memory for them; mental representations of space and complex systems and how they are communicated in language and depiction; production of and inferences from diagrams, including functional inferences, creation of new ideas, and establishing common ground for collaboration; cognitive principles for design.

Robert B. Zajonc, Professor. Ph.D. Psychology, University of Michigan, 1955. Basic processes implicated in social behavior, with a special emphasis on the interface between affect and cognition. In a series of studies, circumstances are examined under which affective influences can take place in the absence of cognitive contributions. The nature of these influences are compared for individuals who are either aware or unaware of changes in their affective states.

Philip G. Zimbardo, Professor. Ph.D. Social Psychology, Yale University, 1959. Social psychology; investigation of causes, correlates, and consequences of various time perspectives; conceptual and empirical development of my Discontinuity Theory of Madness (cognitive, social, behavioral dynamics in the etiology of "normal" symptoms of psychopathology); research and treatment of shyness.