

Developments

A Newsletter of the Developmental Psychology Area

Winter 2009

Message from the Chair

BY ARNOLD SAMEROFF

Great students and great faculty continue to make Michigan the place to be for aspiring developmental psychologists. Research spending at the university reached a record \$876 million, retaining Michigan's place among the top 5 research universities in the country, exceeding such peers as Stanford, UC Berkeley, and MIT.

Through the large size of our developmental area, we continue to be the master-of-all-trades, providing excellent research training from the intensive instrumentational focus of our developmental neuroscientists to the expansive national surveys of our social and educational developmentalists. Within this breadth, there are many opportunities for intimate learning experiences between students and their advisors and their research groups.

The state of Michigan has major economic problems, but the university has been somewhat insulated because only a small portion of its funds come from the state. The LSA budget comes mostly from tuition, which will not decrease, because there has been no decrease in student

applications. Additionally, outside research funds are at a record level, and the endowment, despite the recent market setbacks, continues to add to the university budget.

What this means, in practical terms, is that instead of the downsizing and hiring restrictions that are a problem for many other universities, the University of Michigan continues to hire new

"Through the large size of our developmental area, we continue to be the master-of-all-trades, providing excellent research training..."

—Arnold Sameroff



Area Chair Arnold Sameroff enjoys the area Halloween party last fall. His "Joe the Plumber" costume won one of the faculty prizes.

faculty in developmental psychology and other areas. The pool of applicants for developmental psychologists has been outstanding, and we expect to be interviewing the finalists as you are reading this.

Not only the faculty, but also our students are in flux, as the previous 5th years completed their dissertations over the summer, the new 1st years are busy getting their research well underway, and we are interviewing for next year's cohort. Those who completed the program include Jenell Clark, Jennifer LaBounty, Christine Legare, Besangie Sellers, Medha Tare, and Joanne Smith-Darden. We also welcome our new Administrative Assistant, Ann Murray, who has carried on superbly through our summer staff transition.

With a new national administration in place that values education and scientific research, we are looking forward to an even happier time as the year progresses.

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Welcome Pamela Davis-Kean

BY MARGARET EVANS

We welcome Pamela Davis-Kean, who joined the area as an Assistant Professor in Fall 2008. Pam is also affiliated with the Combined Program in Education and Psychology and is a Research Assistant Professor at the Institute for Social Research and Center for Human Growth and Development. She obtained her doctoral degree at Vanderbilt University, where she focused on applied social psychology and quantitative methods.

In the last several years, Pam has examined the influence of SES on the construction of home environments and the importance of looking at race and culture when understanding families and child development.

In addition to these broad contextual factors, Pam has also focused more narrowly on the roles that families, schools, and significant figures play in the development of children, as well as the development of self-esteem across the lifespan, and gender and math achievement.

As can be surmised from this range of topics, Pam is skilled in the interpretation of large data sets, particularly in her role as Director of the Center for the Analysis of Pathways from Childhood to Adulthood at ISR. Relatedly, she is also interested in the psychometric properties of questionnaires and large-scale data collection of data on families and children.

Pam is happy to join the Developmental area. "After a decade or more at ISR, it is

good to be connected with my substantive area of Developmental again," she said. "My research interests overlap with many members of the department, and I look forward to pursuing new collaborations."

Pam's hobbies are

walking and hiking, watching old movies, and traveling. Luckily (for the area), she also loves to have parties and get-togethers in order to get to know people better. Indeed, Pam is about to host her second area party, the annual Recruitment Week-end Dinner.

"My research interests overlap with many members of the department, and I look forward to pursuing new collaborations."

—Pamela Davis-Kean



Dr. Pamela Davis-Kean joined the area this fall.

Pam's husband, Greg, is the chief software architect for Thomson Reuters health-care division. Her son Tyler is 9 years old. Since he was born and raised in Michigan, he loves everything about the University of Michigan.

Pam was born in Miami, Florida, grew up in West Palm Beach, Florida, and attended Florida State University as an undergraduate. Therefore, it's no surprise that she loves everything warm. This makes Michigan winters a continual challenge for her—she has yet to really embrace them. Pam is thinking about learning to snowshoe just to give her something to look forward to when it snows. (Shoveling snow doesn't quite cut it.)



Meet Postdoc Dr. Nic Noles

BY JONATHAN LANE

Nic Noles joined the Developmental area as a postdoctoral fellow in Fall 2008. Before attending graduate school at Yale, Nic received his bachelor's in psychology from the University of Alabama at Birmingham.

In grad school, Nic initially studied vision, but his interests soon gravitated toward children's cognitive development. So, he switched research topics and began studying children's concepts of ownership, with Drs. Frank Keil and Paul Bloom. Nic received his Ph.D. in Psychology from Yale in 2008.

At Michigan, Nic works with Dr. Susan Gelman and continues to conduct research on the development of children's ownership concepts.

"Ownership is such a basic element of our everyday lives, and yet we still know very little about the cognitive architecture that helps us to think about the relationships between people and things," Nic said.

"We still know very little about the cognitive architecture that helps us to think about the relationships between people and things."

—Nic Noles

Professor of Psychology at Michigan State University. In his spare time, Nic enjoys participating in Big Brothers Big Sisters.



Dr. Nic Noles is a new postdoctoral fellow.

He is also interested in studying the relationships between categorization, similarity, and labeling.

Nic moved to Michigan with his wife, Judith Danovitch, who is also a developmental psychologist and an Assistant

Developmental Brown Bag Schedule

February 16, 2009: "Family Influences on Children's Achievement-Related Behavioral Choices," Dr. Jacques Eccles

March 9, 2009: "Race and Gender in Context in Early Adolescence," Dr. Stephanie Rowley

March 16, 2009: "2-Year-Olds' Reactions to Maternal Unavailability During the Still Face," Dr. Marjorie Beeghly

March 23, 2009: Graduate Student SRCD Presentations

March 30, 2009: "The Mother-Child Feeding Interaction and Childhood Obesity," Dr. Julie C. Lumeng

April 13, 2009: "Ownership Concepts in Children and Adults," Dr. Nicholas Noles

April 20, 2009: "The Dynamics of Change and Some New Statistical Insights for Modeling Development," Dr. Rich Gonzalez



Developmental Halloween Party 2008. Left to right: Developmental students show off their costumes: first-year students Johnna Swartz and Lindsay Bowman, third-year student Rika Meyer, third-year student Liz Buvinger and husband Brian Hambrick, third-year student Jon Lane, fourth-year students Amanda Brandone and Jen Walsh. Fourth-year student Jerel Calzo and second-year student Lindsay Bell battle as Greek figures. First-year students Lindsay Bowman and Johnna Swartz hand out prizes to area children. A child dressed as a skunk gets into character by crawling around the kitchen.

Welcome New Students!



**ADRIANA
ALDANA**

Where did you live and what were you doing before you came to Michigan? I was living in Sylmar, CA, working on my BA in Psychology and Chicano Studies.

Prior institutions: California State University, Northridge (CSUN)

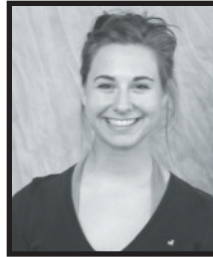
Advisors: L. Monique Ward (Psychology) and Barry Checkoway (Social Work)

What are your research interests/current projects? I'm very interested in the intersection of race, ethnicity, and gender. More specifically, how the socialization of these social categories impacts decision-making in adolescents and young adults around issues of sexual health and civic participation.

I'm currently working on three research/evaluation projects. My work with Monique looks at how sex-related discourses received from parents, peers, and the media affect young Latinos' sexual behavior. My other two projects evaluate the impact of an intergroup dialogue program on adolescents' ethnic identity development and participation in community change.

If you could be an animal, what type of animal would you be, and why? I would be a horse, because I find them to be free-spirited, graceful, and strong creatures.

If you weren't in psychology, what would you be pursuing instead? Perhaps a career in public policy.



**LINDSAY
BOWMAN**

Where did you live and what were you doing before you came to Michigan? I was doing research at Queen's University in the "early experience laboratory," studying the neurological components of children's developing theory of mind, language development, and pretend play.

Prior institutions: Queen's University, Kingston, Ontario

Advisor: Henry Wellman

What are your research interests/current projects? I am studying the neurological components of children's developing theory-of-mind. I am particularly interested in how endogenous biological maturational factors and environmental factors work together to shape theory of mind development, and how this can shed light on situations where theory-of-mind development is specifically impaired (i.e., autism). Currently, I am working on an ERP study investigating potential differences in neural structures for reasoning about others' beliefs versus others' desires.

If you could be an animal, what type of animal would you be, and why? I would be a turtle. They're sturdy. They live long. And they are never without a home.

If you weren't in psychology, what would you be pursuing instead? Hmm... A serious answer would be developing dance education programs for adults and children with physical and mental disabilities. A less serious answer would be pursuing a career on Broadway.



**MONICA
FOUST**

Where did you live and what were you doing before you came to Michigan?

I worked as a junior research scientist at NYU's Center for Research on Culture, Development, and Education. Prior to that, I was an elementary school teacher and diversity coordinator. As diversity coordinator, I developed curriculum, facilitated faculty development, and organized community events on issues related to race, class, and sexual orientation—all the fun topics!

Prior institutions: Howard University (B.S., Psychology) and New York University (M.A., Educational Psychology)

Advisors: Stephanie Rowley and Monique Ward

What are your research interests/current projects? I am interested in the role of socialization in identity development, particularly how ethnic-racial socialization shapes ethnic identity and how sexual socialization shapes sexual identity. I am also interested in the intersection of ethnicity and sexuality.

If you could be an animal, what type of animal would you be, and why? Hmm. I suppose I would be a "blue" greyhound. I wish I had a more profound reason for my selection, but I don't—it's purely aesthetic. They are sleek and gorgeous creatures!

What's your secret talent? Some people sing; some people paint frescoes- I make caramel popcorn.

BY KRISTINA LOPEZ



JOHNNA
SWARTZ

Where did you live and what were you doing before you came to Michigan? I'm from Los Angeles, I did my undergrad in Boston, and I lived in Madrid for a year while studying abroad. Before I came to Michigan, I was doing my undergrad with a double major in Psychology and Spanish.

Prior institutions: Tufts University and two semesters at la Universidad Autonoma de Madrid

Advisor: Chris Monk

What are your research interests/current projects? I'm interested in all types of anxiety disorders, especially how cognitive development and affective neuroscience can inform our understanding of their etiologies and hopefully improve the effectiveness of treatments.

My current project involves looking at a cognitive component related to anxiety in children exposed to domestic violence.

If you weren't in psychology, what would you be pursuing instead? I think running an art gallery or curating an art museum would be fun; something involving the arts.

What's your favorite thing about Michigan? I finally learned the rules to football.

What's your most unusual hobby? I used to do karate when I was younger; I got to second-degree red belt (which is so close to black belt!).

Meet the 2nd Floor Administrative Assistants

BY LISA SLOMINSKI

If you have been on the 2nd floor of East Hall for any length of time, chances are that you have stopped by the administrative office to get a question answered, drop off mail, or get some coffee. And although most of us have already met Linda Anderson and Ann Murray, the second floor administrative assistants, we conducted a short interview to learn more about them.

Ann Murray began her job as an administrative assistant in psychology about three months ago, at the end of October 2008. She is originally from Staten Island, New York, and before working at her current job she worked as an administrative assistant in the School of Dentistry here at the University of Michigan. Ann says that her favorite part of being an administrative assistant in psychology is the wide variety of tasks that she gets to accomplish

each day. Ann currently lives in Livonia, Michigan, and enjoys getting together with friends there.

Linda Anderson is a familiar face in psychology, and has been an administrative assistant for developmental and clinical psychology for the past eight years. Linda is originally from Michigan, and before working at her current job, she worked in the School of Nursing at U of M. When asked about her favorite part of this job, Linda stated that she enjoys the interaction with faculty and students in this department. Outside of work, Linda enjoys cooking and reading.

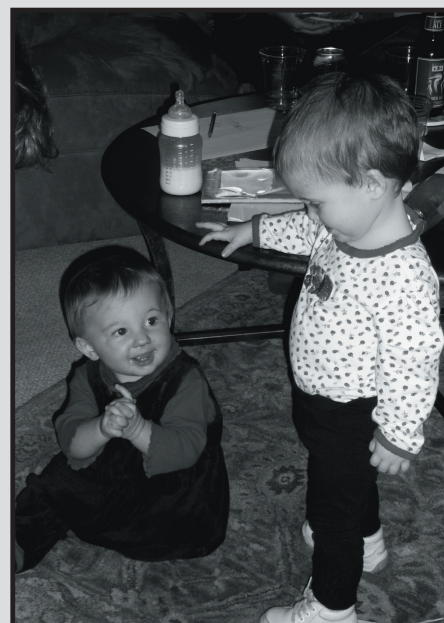
Both Linda and Ann help make sure that everything runs smoothly in our area, and we certainly couldn't do what we do without them. Next time you pass by their office, stop in and say hello. Just make sure to refill the coffee pot if you take the last cup!



Above: Dr. Kai "Kai Square" Cortina plays with daughter Sydney as the party winds down. His costume won the award for "Most Confusing."

Right: The area's young ones enjoyed the festivities, especially after getting rid of their costumes.

Halloween Party 2008



Research and Practice: An Interview with Don Duquette

BY ELIZABETH THOMASON

Two of the themes of this year's Developmental Brown Bag series are interdisciplinary research and translational research. In line with this theme, we conducted an interview with Brown Bag speaker and Clinical Professor of Law Don Duquette.

What suggestions do you have for making developmental research more relevant to the legal profession?

Interaction between and among the various fields requires some reduction of barriers to doing interdisciplinary work and opening communication links. Academics and students from both fields need to seize opportunities for interdisciplinary and cross-disciplinary research and writing. Graduate and professional students should look for opportunities to learn about other fields, since this early exposure will likely alert them to future cross-over experiences.

Unfortunately, these interdisciplinary and multidisciplinary activities are difficult, professionally risky, and not always encouraged by our academic structures. Despite lip-service to the ideal of interdisciplinary collaboration, there are often institutional barriers to such work.

For example, in the academy, hyper-specialization is privileged. The way to career success often is "knowing more and more about less and less." The academic who tries for serious interdisciplinary work, especially the young academic seeking tenure, runs the risk of doing work that is poorly understood by his or her conventional colleagues, who may not appreciate its value or who feel they cannot properly evaluate it.

Interdisciplinary work can be risky for the traditional academic. It is also hard to offer truly interdisciplinary courses, like our Johnson Children and the Law Workshop, because of differing administrative procedures and requirements in the various schools.

Are there particular areas where you feel more research is needed?

In the child law area, there are many areas where developmental psychology could cast light on current legal doctrine and practice. For example, the interdisciplinary Johnson Children and the Law Workshop currently underway is focusing on a child's capacity to participate in legal decisions affecting their welfare (for more information, see <http://www.law.umich.edu/johnsonworkshop>).

We are looking at six specific research/policy issues this semester, all of which need more research and all of which are ripe for legal or policy action: 1) Criminal Culpability of Juvenile Offenders; 2) Children's Participation in Court Proceedings; 3) Decision-Making Rights of a Teen Parent; 4) When representing a child in protection cases, should the advocate be client-directed, that is guided by the child's stated wishes, or should the advocate represent what he or she judges to be in the child's best interests? 5) How is a lawyer or a judge to evaluate the child's capacity to participate in decisions affecting the child's welfare? and 6) How to assess the danger to the child when the child cannot speak for himself?

We receive training in developmental psychology across the lifespan. Is developmental research used primarily in child and adolescent cases, or is there recent research that has been used in adult cases?

Developmental research is quite relevant and needed across the life span. Cognitive research on persons with dementia or other mental deficiencies is very important in legal proceedings, affecting their legal rights to control their lives and property. That research

is important to the elderly and in guardianship proceedings involving mentally handicapped persons. I am drawing on that research, making analogies to how children and youth could be treated in the legal context.

The criminal law world has been intrigued by brain scans and the possibility of using images as evidence. The legal system needs guidance on such fast developing areas to avoid our reliance on "junk science." We like the idea of a technical fix to make our lives easier (like DNA). The persistent but unsuccessful search for a reliable lie detector test is but one example of the law's fascination with technology.

So there is considerable benefit to the law from the attention of serious psychological research being brought to bear on legal issues—both to actually provide guidance and to protect the system from junk science.

"Unfortunately, interdisciplinary and multidisciplinary activities are difficult, professionally risky, and not always encouraged by our academic structures..."

—Don Duquette

What do you think has been the most important (or most controversial) contribution from the developmental field?

In my professional lifetime, I have seen information about child development, particularly the dynamics around attachment, bonding, and

separation, have significant influence on child protection and child welfare law. Although the science remains dynamic, and courts and child welfare agencies still do not take such information fully into account, this has still been a considerable contribution.

I think we are on the cusp of dramatic new developments in public policy regarding juvenile crime and delinquency, lead by researchers associated with the MacArthur Foundation Research Network on Adolescent Development and Juvenile Justice. That group seeks to expand the base of

The Society for the Study of Human Development

BY TONI ANTONUCCI

The Society for the Study of Human Development (SSHD) is a professional society formed by a group of scholars from multiple disciplines (e.g., medicine, biology, psychology, sociology, economics, and history).

The central focus of SSHD is to provide an organization that moves beyond age-segmented scholarly organizations to take an integrative, interdisciplinary approach to ages/stages across the life span, generational and ecological contexts of human development, and research and applications to human development policies and programs.

The goals of the society are:

- To support work with a developmental focus that spreads out over a long timeline;
- To encourage interdisciplinary work, work that considers culture and context, and work that focuses on relationships;
- To bring together different methodological

approaches (the use of archival longitudinal, qualitative and quantitative data);

- To help train the next generations of scholars in these methods.

As the current president of SSHD, I am pleased to inform you of our next meeting, which is scheduled to take place in Ann Arbor October 18-20, 2009. The general theme for the biennial meeting is **Human Development: Earlier Influences on Later Life Outcomes**.

A particular focus for the meeting is on the events and factors contributing to positive and negative developmental trajectories over the life course.

The 2009 biennial conference will address current knowledge and future directions of research, as well as interventions and policy in understanding the contribution of earlier events or experiences to later outcomes of human development—both positive and

negative—across the life span and over the life course. Interdisciplinary symposia proposals that address the central theme of the biennial meeting are encouraged and will be given priority.

Proposals are encouraged in all topical areas which address the central theme. Posters will be accepted for research on this and related interdisciplinary lifespan themes. Graduate student applications are particularly encouraged for poster presentations.

Symposia proposals and posters which offer international perspectives on the conference theme and related developmental issues are also welcome.

We hope you will join us both as a member of the Society and as a participant in the conference. Details are still being developed and will be posted on our website as they become available. Please visit sshdonline.org for the latest information.

Economic Downturn Hits East Hall?

BY STEPHANIE ROWLEY

Everyone knows that the economy in Michigan has taken its toll on its citizens. Thankfully, the University has been pretty well sheltered from state budget woes, in part because of a large endowment and strong research funding. This year, though, the psychology department has had to begin tightening its belt.

One strategy has been to reduce energy use and other aspects of waste. Another strategy has been to reduce the number of graduate students admitted and the amount of fellowship funding allotted to incoming students.

A poll of our peer institutions made it clear that our five-year funding package was superior to most in that four semesters of fellowship support are still offered. Most other universities guaranteed only first year funding, and students were expected to fund the remainder of their education through positions as graduate student research assistants or graduate student instructors.

Our department's new funding package

requires students to teach up to six semesters instead of the four semesters required for current students. This will be offset somewhat by additional funds for summer (year 1, year 2, and year 4). Students can also seek external fellowships or faculty grant support to reduce the teaching requirement by as many as two semesters.

In addition, current students who offer to teach an additional semester as a pre-candidacy can skip one post-candidacy semester of teaching and receive an additional summer of funding.

A committee in the Student Academic Affairs (SAA) office has been meeting to consider the academic ramifications of these changes. A recurring concern was that meeting course requirements might be more challenging for students teaching more during the second year. To address this, the committee recommended that the breadth requirement be reduced to one course.

A second concern was over small class sizes for the new cohorts. In most cases, area admissions are down by a third as a cost-cutting measure. This means that incoming cohorts will likely consist of two or three students for most areas, which is fewer than the five students required to hold a class.

So how is the Developmental area faring in all of this? The answer is not so badly. The area was able to admit six students—four

"So how is the Developmental area faring in all of this? The answer is not so badly."

more than was allotted by the department—due to a combination of external grants to applicants and faculty grants. In addition, it is likely that our Developmental Training Grant will

be re-funded, providing funding for incoming students and advanced students as well. Finally, our inclusion of students in the joint program in Social Work and Social Science means that class sizes will likely remain over the five necessary to maintain our current proseminar format.

A Glimpse at the Faculty Meeting Notes from a Large Midwestern University

BY JEREL P. CALZO, GRADUATE STUDENT REPRESENTATIVE

After an unfortunate incident back in September in which my meeting notes were sent to Arnold accidentally, several of the faculty expressed an interest in seeing what types of things I write to the students after attending the faculty meetings.

Rather than showing my actual notes and putting my entire future on the line, here is an example of the notes I would have written had I attended January's meeting (I was excluded because of "admissions talk," but I think I know the real reason why).¹

DEVELOPMENTAL AREA FACULTY MEETING NOTES, 01/05/09

Faculty in Attendance (in no particular order and not necessarily on time): Arnold, Chris, Monique, Brenda, Henry, Pam, Kai, Margaret, the Johns, Jacqui, and Toni

REMINDERS:

February 14th: Restaurants all booked? Why not bring that special someone to our recruitment weekend dinner?! Reservations are filling up fast! (Note: Our area has enough money for hors d'oeuvres and drinks, but due to the ongoing national financial crisis, graduate students will be responsible for providing the main dishes and coal for the furnace.)

April 15th: First-year students need to submit a complete draft of their 619s and an outline of their prospectuses.

MEETING AGENDA: 1. Area Website, 2. Student Progress, 3. Training Grant, 4. Admissions, 5. Faculty Search.

As usual, the meeting started an additional 10 minutes after Michigan time. Arnold took his regular seat at the head of the table as the faculty one-by-one selected seats farthest away from him.

-- 1. AREA WEBSITE --

The faculty still hate the website just as much as we do, but there are no real plans in place for how to fix it (although we plan to continue the discussion at the next meeting). We somehow lost track of who was in charge of the website committee. Arnold asked for a volunteer and the professors averted their eyes. Since the professors then went around the room talking about how they are all too busy, one professor (let's just say he looked Henry Wellmanish) said that Twila should lead the committee. As Twila wasn't there to accept nor reject this proposal, she was put down as the new head of the committee. Joining her are the first-year students.

-- 2. STUDENT PROGRESS --

The faculty said some juicy stuff regarding our academic trajectories, what they really think about our potential, and about what we wore at the last Brown Bag... that was until Brenda and Toni pointed out that I was still in the room. Arnold told me that all of this was "off the record," then he kicked me out. I won't write about it, but feel free to bribe me for the information later. I accept gold, Funfetti, and transcription or coding hours as payment.

-- 3. TRAINING GRANT --

The review group informed Arnold that we now have a priority score of 10. Based on what I gathered from the considerably loud side-chatter, this score was previously thought to be impossible. It even exceeds our original score of 100.

However, given the ongoing national financial crisis and possible resentment by review group members who didn't receive Michigan Ph.D.s, the word is still out on whether or not we'll receive the grant. Kai said that he heard the folks in P&SC are also in a similar boat. Side-chatter ensued.

-- 4. ADMISSIONS --

Due to university and department budget cuts (as evidenced by the new plasma-screen TVs and digital equipment being installed around EH each week), Monique said that Rackham will only allow us to admit 1.5 students. This sparked a rather heated argument over who would get the ".5" student... which was fun to watch because the faculty don't really argue or get mad, they just get louder to speak over each other's voices. Because nobody would take turns, Arnold resorted to yelling "Help!" several times. Monique calmed everyone down when she informed us that the admissions committee has decided to accept 10 with the hopes of admitting 2 (but we'll probably get 7).

-- 5. FACULTY SEARCH --

The professors then spent about 10 minutes talking about how brilliant they are, about their reservations about our abilities to carry on their legacies, and about how they can never be replaced... that was until Toni noticed I was still in the room and kicked me out.

When I returned, Brenda was talking about our aging faculty. I don't mean the folks who study aging, but literally our "graying professors" and upcoming retirements (I could count at least six silver-haired geniuses. Who knows how many are dye-jobs.). The search continues for junior hires. When Brenda checked the filing cabinets after the application deadline, she counted 3,963 applications for three positions. Although I was shocked, the faculty were actually surprised that application counts weren't higher given today's job market. Promising for us, yes?

¹ Note: These notes are (almost) completely fictional and in no way reflect the true opinions of the author.²

² Note to the students: Pretty accurate, eh?³

³ Note to the faculty: You don't really think my notes look like this, do you?

Professional and Personal Milestones

COLLECTED BY AMANDA BRANDONE

STUDENT AWARDS

- **Cheri Chan** received a Dissertation Grant for the Fall 2008 semester.
- **Daniel Choe** received the Minority Health and Health Disparities International Research Training (MHI-RT) award through CHGD and NIH. During the summer of 2009, Daniel will be working with Marc Zimmerman to conduct research on youth violence prevention and orphans and vulnerable children in South Africa.
- **Kyla Day** received a Dissertation Grant for the Winter 2008 semester and a Rackham Graduate Student Research Grant.
- **Heather Fuller Iglesias** received the Daniel Katz Dissertation Fellowship, a Dissertation Grant for the Winter 2008 semester, and an Outstanding GSI Award from Rackham. Heather was also awarded a Fulbright and is currently conducting research in Mexico.
- **Lisa Hohman Jackey** received the Barbara Perry Roberson Award.
- **Jillian Lee Wiggins** was awarded a two year Autism Speaks Pre-Doctoral Fellowship.



Sydney Renee Winzer Cortina, daughter of professor Kai Cortina and wife Lilia, born January 6, 2008, has already participated in her first psychology experiment.

- **Dana Levin** received a Center for the Education of Women (CEW)/American Association for University Women Scholarship, an APA Student Travel Award, a Rackham Debt Management Award, the Barbara A. Oleshansky Memorial Award, the Shapiro/Malik Award, and the Henry J. Meyer Award.
- **Chao Liu** received the Roger W. Brown Memorial Award and the Center for Chinese Studies Field Research Fellowship.
- **Julie Maslowsky** received the Compassion in Action Award from His Holiness the Dalai Lama, in recognition of the work she does developing social and public health programs in Quito, Ecuador.
- **Marjorie Rhodes** was awarded a Rackham Predoctoral Fellowship.
- **Lisa Slominski** was awarded an SRCD Travel Award.
- **Khia Thomas** received the Patricia Gurin Award.
- **Jen Walsh** was awarded an SRCD Travel Award and an APA Student Travel Award.

INVITED ADDRESSES

- **Toni Antonucci** and **Jacqui Smith** gave presentations at the MacArthur Network on an Aging Society at the September meeting in New York. Toni spoke on the role of life span and life course theory in understanding and planning for an aging society. Jacqui spoke on how cognitive aging influences practical learning and the aging society.
- **John Schulenberg** was the Invited Organizer and Chair of the Invited Symposium "Does Emerging Adulthood Matter?" presented at the 16th Annual Conference of the Society for Prevention Research in San Francisco in May 2008.

GRANTS

- **Toni Antonucci** will be continuing the pilot work she conducted during the summer of 2007 in Lebanon. With a grant recently awarded by a private foundation, Toni and Kristine Ajrouch will be examining the role of elders in helping family members cope with life events, especially current stressful events in the Middle East.
- **Pam Davis-Kean's** Center grant entitled "IRADS: Collaborative for the Analyses of Pathway from Childhood to Adulthood" was refunded in 2008 by NSF. It is an international Center that focuses on the replicated analyses of longitudinal data. Arnold Sameroff, Jacque Eccles, John Schulenberg, Liz Gershoff, Dan Keating, Rowell Huesmann, Sherri Olson, and Justin Jager are members of the Center representing their longitudinal datasets or national datasets. Pam is the Director of the Center.
- **Susan Gelman** was awarded a NSF grant "Generic Language in Development" and a NICHD grant "Concepts and Theories in Human Development."
- **Chris Monk** received a three-year, \$450,000 grant from Autism Speaks to examine brain activation that mediates serotonin transporter gene polymorphisms and autism-related social impairment.

FACULTY HONORS/APPOINTMENTS

- **Susan Gelman** was elected fellow of the American Academy of Arts & Sciences.
- **John Schulenberg** was invited to join the Scientific Expert Panel of the National Institute of Alcohol Abuse and Alcoholism Underage Screening Project (2007-present). John was also elected Member of the Executive Council of the Society for Research on Adolescence (2008-2012).

COMPLETED DISSERTATIONS

- **Jenny Labounty:** "Social cognition and its effects on young children's social and mental health outcomes" with Henry Wellman (June, 2008).
- **Cristine Legare:** "The development of causal explanatory reasoning" with Susan Gelman and Henry Wellman (May, 2008).
- **Besangie Sellars:** "A longitudinal view of sex role development: Demographic differences and the influence of social relations" with Toni Antonucci (June, 2008).
- **Joanne Smith-Darden:** "Safety first: Childhood maltreatment, attachment, and cognitive processing: A mediation model" with Kai Cortina and Michael Woolley (August, 2008).
- **Medha Tare:** "The development of pragmatic differentiation skills in preschool-aged bilingual children" with Susan Gelman (August, 2008).

COMPLETED 619s

- **Liz Buvinger:** "History of language delay and the precedence rule as differentiating factors for Asperger syndrome and high functioning autism" with Catherine Lord and Chris Monk (September, 2008).
- **Jonathon Lane:** "Emotion understanding and Theory of Mind development: Predictors of moral development in early childhood" with Henry Wellman and Sherry Olson (August, 2008).
- **Julie Maslowsky:** "Planned versus unplanned risks: Evidence for subtypes of risk behavior in adolescence" with John Schulenberg, Chris Monk, and Dan Keating (August, 2008).
- **Rika Meyer:** "Multi-ethnic identity and friendship choice in early adolescents" with Stephanie Rowley and Tabbye Chavous (September, 2008).
- **Kristin Wong:** "Are we all the same?: Ethnic identity in Asian Pacific Americans" with Toni Antonucci and Cleopatra Caldwell (September, 2008).

JOBS/PROMOTIONS

- **Brandy Frazier** was hired as a Temporary Assistant Professor at the University of Hawaii at Manoa.
- **Denise Kennedy** was hired at Western Psychological Services in Los Angeles.
- **Tamar Kushnir** was hired as an Assistant Professor at Cornell University in Ithaca, NY.
- **Jenny Labounty** was hired as an Assistant Professor at Lewis and Clark College in Portland, Oregon.
- **Cristine Legare** was hired as an Assistant Professor at the University of Texas at Austin.
- **Besangie Sellars** is doing post-doctoral work at the University of Pittsburgh.
- **Medha Tare** is a post-doctoral fellow working with Judy DeLoache at the University of Virginia.

BIRTHS/MARRIAGES

- **Kai Cortina** and wife Lilia welcomed daughter Sydney Renee Winzer Cortina to their family on January 6, 2008. Sydney has already participated in her first psychology experiment with the Infant Cognition Project.
- **Brandy Frazier** married Alex Dumas on May 31, 2008.
- **Chao Liu** and wife Xiaoqin Mai welcomed daughter Amira XinRong Liu to their family on September 24, 2008. She weighed 9 lbs 7.7 oz.
- **Jillian Lee Wiggins** married Andrew Wiggins on August 14, 2008.



Amira XinRong Liu, daughter of fourth-year student Chao Liu and wife Xiaoqin Mai, was born September 24, 2008.

Meetings and Workshops

SRCD Biennial Meeting, April 2-4, 2009, Denver, CO

AERA Annual Meeting, April 13-17, 2009, San Diego, CA

Association for Psychological Science Annual Convention, May 22-25, 2009, San Francisco, CA

John Piaget Society Annual Meeting: Development at Risk, June 4-6, 2009, Park City, UT

Summer Institute in Applied Research in Child and Adolescent Development, June 21-26, 2009, Potomac, MD

APA Advanced Training Institute: Structural Equation Modeling in Longitudinal Research, June 29-July 3, 2009, Charlottesville, VA

American Psychological Association Annual Convention, August 6-9, 2009, Toronto, ON, Canada

4th Conference on Emerging Adulthood, October 29-30, 2009, Atlanta, GA

Cognitive Development Society's Biennial Meeting, October 16-17, 2009, San Antonio, TX

Dozens of members of the area and department will present at the SRCD Biennial Meeting. For information on their talks and posters, search for "University of Michigan" in the online program: <http://www.srcd.org/meeting/schedule/2009/search.cfm>

For more information on upcoming events, see the SRCD website.

