

Psychologi*Cal*

LETTER *from the chair*



Hello, Alumni and Friends!

The fall semester has been busy and interesting. For those of you following the national news, Berkeley was the site for provocative and/or controversial speakers in September. Our Department held a community-wide meeting including faculty, graduate students, and staff to discuss how to respond as a community. We write about this in this issue.

Building News

We have been writing about the new building for several issues. The time has finally arrived: we will move in the Spring semester! The building will be finished in March 2018, and our move is scheduled for the first week of May. Preparations are in full swing with much recycling, reusing, and discarding.

We are also taking time to celebrate our time and history in Tolman Hall. A "History of the Department" colloquium will be held on February 28, 2018, in which we will discuss the history of our Department from 1962 to the present, marking the 55 years we have spent in Tolman Hall. See more on the architect of Tolman Hall, Gardener A. Dailey, featured in this issue.

Faculty News

We are delighted to welcome a new faculty member, Kevin Weiner, who will join us in January 2018. Kevin will be a part of our Cognitive Neuroscience area, and we will feature him in a forthcoming newsletter. We have two additional searches underway this year and hope to add two additional faculty to the Department.

Staff News

We have added one new staff member to the Department: Arlene Diaz in our Student Services office. Two more staff members will soon join us: a new academic personnel analyst and a new Clinical Science graduate program administrator.

We thank you for your generosity to the Department. Your gift is a true multiplier since 100% of alumni-donated funds to the Department go directly to the support of our undergraduates and graduates. Support for our graduate students is ever more important as the cost of housing in the Bay Area is skyrocketing and their taxes may double if tuition becomes considered taxable income. This type of financial stress interferes with the cutting-edge work that our students do. Please help us continue to support our students; online contributions can be made at tinyurl.com/GiveBerkeleyPsych. Any amount can make a real difference!

Best wishes for a wonderful holiday season,

Ann Kring, Professor and Chair



Follow UC Berkeley Psychology on Facebook for news updates, pictures, and more.



Share your alumni updates online:
<http://psychology.berkeley.edu/stay-connected>



Join our LinkedIn networks:

For undergraduates: <http://link.in/LmmrEJ>
For graduate students: <http://link.in/J90JUz>



Subscribe to our YouTube channel to watch videos of special events and lectures from the Department.

Department News

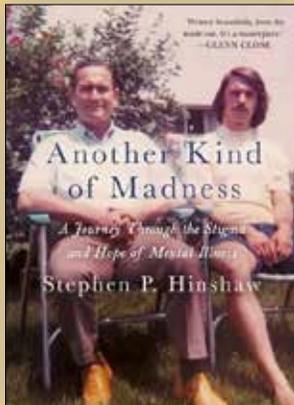
Awards & Recognition

- **Profs. Mark D'Esposito, Alison Gopnik, and Robert Knight** are among the 396 newest fellows elected to the American Association for the Advancement of Science (AAAS) for “advancing science applications that are deemed scientifically or socially distinguished”:
 - ✧ **Mark D'Esposito**, professor of neuroscience and psychology and director of the Henry H. Wheeler, Jr. Brain Imaging Center at the Helen Wills Neuroscience Institute, is honored for his distinguished contributions to cognitive neuroscience, in particular for discoveries related to working memory, frontal lobe functioning, and aging.
 - ✧ **Alison Gopnik** is recognized for her distinguished contributions to developmental psychology, in particular for discoveries concerning how infants and children think about their world and themselves.
 - ✧ **Robert Knight** is recognized for his distinguished contributions to the field of cognitive neuroscience, in particular for using electrocorticography to understand network properties and neural-coding supporting behavior in the neurocortex.
- **Prof. Jason Okonofua** is recognized for receiving the 2017 Cialdini Prize from the Society for Personality and Social Psychology.
- **Prof. Oliver John** is recognized for receiving the Society for Personality and Social Psychology's 2017 Block Award.
- **Christina Maslach**, professor emerita, is recognized for receiving the Society for Personality and Social Psychology's 2017 Application of Personality and Social Psychology Award.
- **Prof. Fei Xu** was selected as a Fellow of the Cognitive Science Society.
- **Prof. Linda Wilbrecht** and her team received the 2017 Radical Ideas in Brain Science Challenge award.
- **Prof. Qing Zhao** has been chosen to receive an award from the Shung Ye Museum of Formosan Aborigines Endowment Fund.
- **Prof. Alison Gopnik** has received a mentorship award from the Association for Psychological Science, the Bradford Washburn Award for public communication of science, and the Cognitive Development Society Book Award for her work, *The Gardener and the Carpenter*.
- **Prof. Joseph Campos** was selected as one of six core faculty members for the Summer Institute on Appraisal Processes in Emotion to be held at the Center for Affective Sciences at the University of Geneva, summer 2018.
- Graduate student **Fausto Gonzales** received funding through the UC Intercampus Consortium on Health Psychology, to examine the impact of undergraduate cultural theme houses on the psychological and physical health of Latinx students.
- **Phil and Carolyn Cowan** along with collaborators Marsha Kline Pruett, UC Berkeley graduate and Professor at Smith College, and Kyle Pruett, Professor at Yale School of Medicine, won the 'Best Family Support Intervention' award at the Children & Young People Now award ceremony in London.
- **Karen De Valois**, professor emerita, was awarded the Distinguished Alumna of the Year from Indiana University, where she received her PhD in 1973.

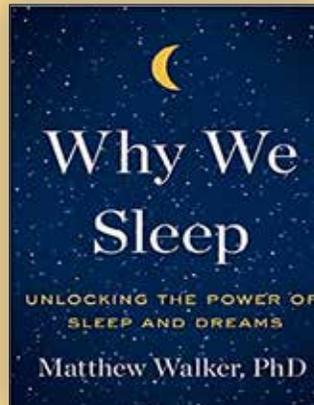
In the News

- Based largely on research in his successful book, *The Power Paradox*, **Prof. Dacher Keltner** published a piece in the *Harvard Business Review* on the sexual assault allegations lodged at Harvey Weinstein.
- **Prof. Jason Okonofua** and his work on interventions to improve teacher empathy and reduce discriminatory student disciplinary practices are featured in *The New York Times*.

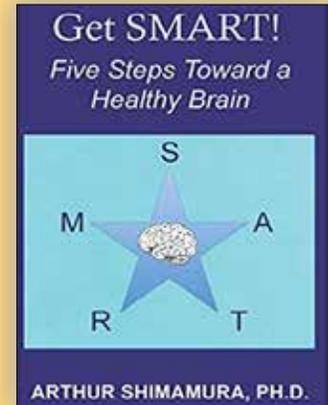
Recent Books by the Department's Distinguished Faculty



Prof. Stephen Hinshaw's *Another Kind of Madness* illuminates the consequences of silence around mental illness. This inspiring memoir shares the perspective of a family member of someone experiencing a lifelong severe mental illness. Beyond chronicling his father's bipolar disorder and its impact on his entire family, Prof. Hinshaw reveals the tragic consequences of stigma on delayed diagnosis and treatment, as well as the loss of fundamental rights. This book beautifully weaves together personal experience and empirical research to expose the heartbreaking consequences of stigma.



Prof. Matt Walker's book, *Why We Sleep*, reveals research on the importance of sleep and dreaming. Sleep is one of the most important and historically least understood aspects of life; however, groundbreaking work can now explain why sleep is essential for health. Synthesizing decades of research, this book explores how we can improve our sleep to enhance learning, mood, and energy, reduce disease risk, slow the effects of aging, and boost success. Published in October 2017, this work has become a *New York Times* bestseller and has been featured in media outlets including BBC, CBS, and NPR.



Professor Emeritus Art Shimamura recently published *Get SMART!*, an accessible guide for using empirically-supported strategies to improve brain health. Prof. Shimamura's newest book provides a concise, stimulating perspective on how to maintain mental ability and competence throughout the lifespan. The advice comes from a meticulous synthesis of scientific research on brain health and cognitive performance, presented in a way that is not only easily digestible but also enjoyable and entertaining. Offering practical strategies for longevity, this book is for anybody looking to enhance wellbeing in life's later years.

UC Berkeley Psychology Post-Baccalaureate Program

What is the post-baccalaureate program?

The UC Berkeley, Department of Psychology's Post-Baccalaureate Certificate Program is a comprehensive re-training and immersion program for students interested in graduate school and a research career in psychology. The program is targeted to serve students who did not major in psychology as undergraduates, although it also serves psychology majors who would like to build a substantive record in a particular sub-field of psychology.

Program details:

- 3-4 semesters in duration
- Take classes on campus with UC Berkeley Psychology faculty
- Work in research labs with UC Berkeley Psychology faculty
- Get help with graduate school admissions
- Applications accepted for Fall and Spring admissions

Psychology Takes Action

This past fall, the topic of free speech emerged in our community in powerful and complex ways. Using the guise of Berkeley's long history valuing free speech, campus organizations invited many notorious alt-right speakers including Ben Shapiro and Milo Yiannopoulos. The presence, speech, and actions of some of these campus visitors were deeply disturbing to many members of our department, the campus, and the broader community. Alongside these campus visitors came threats of violent protests and riots, making the weeks leading up to and following these visits concerning and distressing for many.

Department Chair Ann Kring encouraged the community to come together on Wednesday, September 6th to discuss the challenging time on our campus. The goal of this initial meeting was determine how to work together to stand up for our values, support each other, and respond in a way that clearly communicate our priorities. In her announcement, Department Chair Dr. Ann Kring stated, "We can counter hate speech with inclusive speech; we can counter violence with

peace; we can counter division with unity; we can demonstrate the power of inclusion, equity, diversity, and justice in our words and actions."

This initial community meeting had incredible turn out. Students, staff, and faculty came together to brainstorm how to unequivocally communicate our values as a department. Together, creative ideas emerged that involved establishing teams to take action. The six teams committed to (1) developing a position statement (2) propagating positive psychological messages on social media (3) creating art in Tolman to create public displays of our values (4) spreading the word (5) prioritizing inclusive pedagogy and (6) publicizing social events to raise awareness.

The events of "free speech week" have come and gone, but the community involvement has stayed active. The psychology department has taken significant steps to publicize values of inclusion and acceptance of hate speech and discrimination. These six teams remain active in their missions, and there is much more activism ahead of us.

Fall 2017 Faculty Lecture Series

Every fall semester, the Department proudly invites its own renowned faculty members to give lectures on the outstanding research coming out of their labs.



Professor Sonia Bishop
September 27, 2017
Computational Approaches to Human Affective Neuroscience

Prof. Sonia Bishop presented her research utilizing computational modeling to answer questions about affective neuroscience.

First, using decision-making paradigms, computation models help determine the drivers of intolerance of uncertainty and anxiety. This work tested which characteristics of a decision impact individual differences in choice, and how this relates to trait anxiety levels. Second, computational models were used to determine cortical representations of emotional natural images. Beyond answering questions about where images are represented in the brain, this work may also answer questions about which attributes of images (for example, facial emotion) are processed together or separately.

Professor Aaron Fischer
October 18, 2017
Employing an Idiographic Lens: Motivations, Insights, and Early Returns



Prof. Aaron Fischer presented his work on the need for ideographic approaches in psychology.

This talk called into question decades of research applying group-level findings to individual cases. After presenting ample evidence providing theoretical grounds for the ideographic approach, compelling ideographic research was presented. Prof. Fischer shared results on his person-specific models for assessing psychopathology as well as for designing personalized therapies for anxiety and depression. Moving forward, Prof. Fisher and other researchers in his lab intend to study the various individualized factors that can help predict how and why people develop and maintain addictions to substances like alcohol and cigarettes.

Last Semester in Tolman

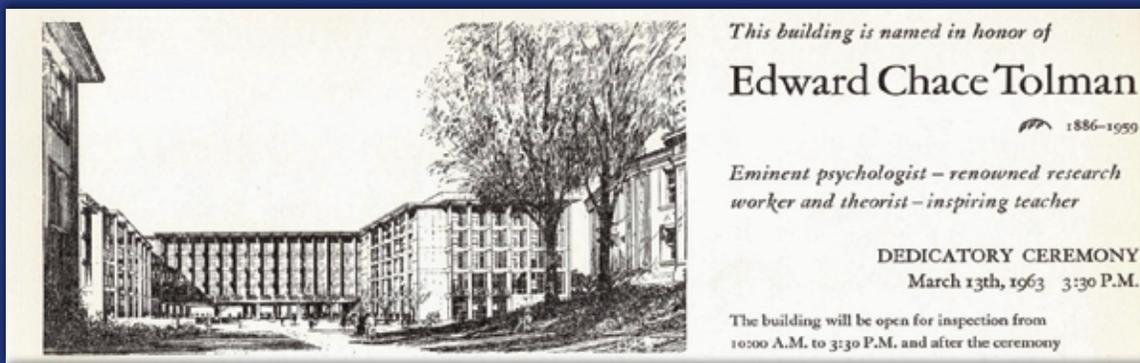
Next spring, we will officially move to the new building! To commemorate Tolman Hall and its legacy, we feature the architect Gardner A. Dailey (1895-1967) (pictured below) and the 1963 dedicatory ceremony of Tolman Hall, named after renowned psychologist Edward Chace Tolman.

As the architect of our well-loved Tolman Hall, Dailey began his career as a landscape designer, often working in collaboration with Thomas Church, widely referred to as the father of modern landscape architecture. Before discovering architecture, Dailey worked for the Costa Rican government and as an Air Force Lieutenant in World War I. After studying engineering architecture, Dailey developed an influential style that introduced modern architecture to the Bay Area. In addition to his professional reputation, Dailey was known for moving in elite circles, dressing in tattered attire, driving a Mercedes and a Lincoln, and living in both Nob Hill and in a “redwood box” that he designed for himself in Carmel. Compared to other firms, Dailey’s remained small, yet he won several prestigious accolades for his medical, commercial,

residential, educational, and recreational projects.

Among these projects, perhaps the most well-known to any Cal psychology student is Tolman Hall. (To read more on the building’s eponym, psychologist Edward Tolman, please see the Spring 2014 issue of *PsychologiCAL*). The dedicatory ceremony for Tolman Hall was held on March 13th, 1963, featuring speeches by President Clark Kerr, Chancellor Strong, and Professor Hilgard. The ceremony also kicked off a series of public lectures held in the new building, featuring such eminent scholars as Prof. Richard Solomon, Prof. Carl Rogers, and Prof. Jerome Bruner. The images below depict portions of the flyer for this opening ceremony, including a brief history of the Psychology Department.

In anticipating the Department’s upcoming departure from Tolman Hall, we fondly reminisce on its origins, legacy, and the building’s fifty-plus years housing exemplary research and teaching for which UC Berkeley is known. We are looking for creative ways to honor Tolman in the new building, so please share any ideas you may have with the Department.



Program

DEDICATORY CEREMONY

March 13, 1963 3:30 P.M.

Speakers

President Clark Kerr

Chancellor E. W. Strong

Professor E. R. Hilgard

Selections by the University Treble Clef

Robert Commanday, *Conductor*



Architect Gardner A. Dailey

TOLMAN HALL houses the School of Education, the Department of Psychology, the Institute of Human Development, and the Center for the Study of Higher Education.

As part of the Department of Philosophy and housed in the seven-room Philosophy Building, the Psychology Laboratory was established in 1904, with George Malcolm Stratton, Director. In 1922, Psychology became a separate department with Professor Stratton as Chairman and a faculty of five. In 1930 the department moved to the Life Sciences Building, with a faculty of seven. In July of 1962, it moved into Tolman Hall with a faculty of 33. It offers undergraduate and graduate instruction over a broad spectrum of areas in psychology.

Climate & Equity Committee By: Jennifer Pearlstein

Since 2013, the Psychology Department has maintained a committee on Climate & Equity (C&E). The C&E committee strives to assess climate and equity issues in the department and make recommendations that foster inclusion, equity, and diversity. Since 2016, the C&E Committee has used a Toolkit developed by the Division of Equity and Inclusion that offers a program for strategic planning to enhance equity, inclusion, and diversity.

The C&E committee has accomplished several steps in the Equity and Inclusion Toolkit. In the spring of 2016, the committee conducted an assessment of the department climate. Results from revealed areas of strength, as well as areas in which the department could improve. The C&E committee took immediate steps to increase education (including workshops and lectures); provide interventions; create additional feedback mechanisms (for example, comment boxes, administering annual surveys, holding focus groups); provide resources (for example, the Department website has been updated with useful information, resources, and contact information); and establish social events for greater connection (such as a new faculty-staff lunch series).

In line with the broader Equity and Inclusion Toolkit, the UC Psychology Department's C&E Committee has identified three primary goals and a strategic plan for the upcoming year. The primary goals outlined by the committee are to (1) Emphasize diversity in hiring; (2) Evaluate department climate and institute responsive change; and (3) Increase outreach and support for undergraduate and graduate students. The committee has released a plan to achieve these goals,

including monitoring progress towards hiring goals, collecting longitudinal data from faculty, staff, and students about inclusion within the department, and disseminating information, education, and intervention to the broader department.

The membership of the C&E committee reflects the diversity of the department. At its inception, the C&E Committee included only five faculty members. Since then, the committee has broadened its membership to be more inclusive and reflective of the broader department. The committee now consists of thirteen members, including five grad students (Jennifer Pearlstein, Michaela Simpson, and Alice Hua); three staff (Christine Mullarkey, Morteza Faraji, and Alex Mastrangeli), and seven faculty (Ozlem Ayduk, Sheri Johnson, Bob Levenson, David Whitney, Linda Wilbrecht, Oliver John, and Rudy Mendoza-Denton). The palpable evolution of the committee's composition reflects the Department's value of progress.

Given the current social and political climate, matters of inequity and exclusion are increasingly important. The efforts made by the C&E committee demonstrate the department's commitment to equity, inclusion, and diversity.

From Prof. David Whitney, C&E Committee Chair

The C&E Committee has been working steadily to improve the quality of life for everyone in the Department. We hope our comment box, resources (psychology.berkeley.edu/resources/climate-and-equity), and awareness raising events are helpful for you and your colleagues, or will become a useful resource in the future if you aren't already using them. Please keep these in mind if you encounter challenges related to climate and equity. I would like to thank those who have shared their experiences with C&E personally and through the comment box. These experiences are critical for us to understand and try to address the challenges in our department. I would especially like to thank the members of the C&E Committee, each of whom has brought valuable wisdom and has helped guide the progress of the committee. It goes without saying that we as a committee—and department—have an enormous amount left to accomplish to reach our goals and we've only just started. That said, the energy and effort that the thirteen members of the C&E Committee have brought to the table speak highly of our potential as a department to rebuild and shape the community of patience, tolerance, fairness, and collegiality that we all want and deserve. Thanks to all who of you who are making conscious and diligent efforts on a daily basis to improve our community. Your effort is appreciated.



GRADUATE STUDENT RESEARCH SPOTLIGHT

Alan Cowen, alongside mentor, Prof. Dacher Keltner, recently published a paper employing complex methods to address central questions in the study of emotion.

What is emotion, and how does it relate to language?

This seemingly simple question has undergone extensive debate for centuries. Despite the ongoing debates over definitions, most affective scientists believe emotion is entered in subjective experiences that are then represented by language. The language used to describe emotion is vast, and there are hundreds if not thousands of words used to describe subjective emotional experiences. Looking at language is especially important because language can shape emotional experiences.

How many emotions do humans experience?

Ample research has sought to identify a finite list of discrete emotions humans experience. There are two common approaches, each with empirical backing. First, many theories emphasize core dimensions of emotions, such as valence (positive or negative) and arousal (high activation or low activation). Second, many theories emphasize core clusters of emotions that constitute discrete “emotion families” of related experience. The latter approach would characterize anger as a prototype of a cluster including emotions like frustration and irritability.

What did this study contribute?

In this study, participants watched 2,185 emotionally evocative videos; previous research has shown that these videos induce a wide array of emotional states. Using a complex mathematical framework, we compared participants’ self-reported emotions when watching each video clip to determine the boundary conditions of the emotions reported. Across the videos, we were able to detect 27 varieties of emotional experience. We then used large-scale inferential statistical techniques to assess the



boundary conditions between these emotions, which, in other words, allowed us to examine the extent to which these states are separable and distinct from one another.

What are the boundaries between emotions?

Evidence points to more fluid boundaries between emotion clusters. Broad clusters appear to characterize dimensional appraisals, but there appear to be many more clusters linked by smooth gradients as opposed to discrete categories. These smooth gradients are really important, because they may explain how people experience mixed emotions and how some emotions commonly follow each other.

If you want to read more, you can find Alan Cowen and Prof. Dacher Keltner’s published paper in *Proceedings for National Academy of Sciences* under the title, “Self-report captures 27 distinct categories of emotion bridged by continuous gradients.”

What Questions Can Science Really Answer?

By: Sara Gottlieb

We have probably all had some variation of the following conversation. The person next to you on an airplane asks what you do. You say that you study psychology. They assume you are a therapist (and on some occasions begin telling you about their problems). You say that you don't do that kind of psychology, and that you do perform studies and experiments. They ask what you study. At this point, I usually try to evade further questions by saying something broad, like: "I study high level cognition," or "I study basic questions about the mind," and give some examples. I often get perplexed looks, especially when I say that I study something related to morality or questions typically posed by philosophers – a sort of puzzlement that these types of questions could be addressed by science.

Do people think that scientists can tackle certain questions about the mind but not others? Do people think that some topics are intrinsically beyond scientific understanding? These airplane conversations might speak to the public perception of what psychology is (or is not), but perhaps also speak to something broader: people think that some topics, like morality, cannot – and perhaps should not – be studied scientifically.

In a recent paper, Prof. Tania Lombrozo and I wanted to think more deeply about these questions. We asked people on Mechanical Turk to rate the degree to which they thought that science could explain a range of mental phenomena. We asked about topics spanning from lower level perceptual properties, to more high-level phenomena like romantic love, religious belief, and moral reasoning. We also included topics related to language, spatial reasoning, mental disorders, emotions, and many more. As expected, we found that the former were perceived as more explainable than latter.

But we also wanted to know why. We asked individuals to rate these phenomena on a range of other dimensions that we thought might predict whether a topic was seen as beyond the scope of scientific inquiry. Interestingly, we found that people thought science could not explain mental phenomena to which they feel that they have privileged first-person, introspective access, like appreciating a beautiful sunset or experiencing romantic love. They also thought science could not explain processes over which they exert conscious will, like deciding to act altruistically, or mental phenomena that make humans exceptional compared to other species – like the ability to experience wonder and awe. On the other hand, people thought science could better explain phenomena considered normatively "bad" – like mood disorders and Alzheimer's disease. We also asked



Graduate student Sara Gottlieb shares her work assessing beliefs about what science can explain.

participants how uncomfortable they would be with scientific explanations for each of these phenomena, and we found the same pattern of results.

These results have important implications for the public reception of psychological science, especially in the current political climate. The participants in our studies did not think that science simply couldn't explain topics perceived to be increasingly complex. Instead, it seems that science is perceived as limited by the third-person, non-intentional perspective of scientific methodology. Also to our surprise, our results replicated perfectly in Berkeley undergraduates who had taken a considerable number of psychology courses. These judgments about the appropriate scope of science may reveal relatively deep epistemic biases about scientific explanation, even in the face of formal education in psychology.

The public perception of science has been heavy on my mind recently, as I am sure it has been for many of you as well. It feels important to sometimes take a step back from our research to remind ourselves why it is a worthy field of study, and take a minute to think about how our findings can best be disseminated to audiences outside of academia, especially for those topics commonly regarded as beyond scientific understanding.

For more on this topic, see recent publication:
Gottlieb S. & Lombrozo T. (2017) Can Science Explain the Human Mind? Intuitive Judgments About the Limits of Science. *Psychol. Sci.*, 95679761772260.

Publicly Disseminating the Value of Circadian Biology: Contributions Related to The Nobel Prize

By: Benjamin Smarr

What's the big deal about the Nobel Prize in circadian biology?

“Time” and “light” might not seem like novel concepts, but they interact to shape our wellbeing in ways we're just beginning to understand. Time and light work together to shape just about every internal process in our bodies and minds. When three circadian biologists were awarded the Nobel Prize earlier this fall, people wanted to know what the big deal is with circadian biology. For more than 4 billion years, the most reliable source of time information has been the sun. If it's up, it's day. If it's still up at 8pm, it's summer. With the invention of electric lights, timing cues are now jumbled, causing our bodies to lose coordination as different parts react and adjust at different rates. This loss of internal synchrony causes memory loss, diseases, and eventually speeds cognitive decline.

Prof. Lance Kriegsfeld and I recently published findings that circadian disruption during pregnancy leads to antisocial, repetitive, and fixative behaviors in the resulting offspring. How we interact with time and light seem to be important to wellness across the lifespan, yet we tend not to think about time and even take light for granted. Circadian biology helps us see the opportunity for improving wellbeing by making conscious choices about light and other time cues. Additionally, because we change within the day in a structured way, we can take advantage of biological structures in time to increase precision of measurements. For example, by tracking temperature across the day (as opposed to once a year at a physical checkup), we get a wealth of information, such as sleep architecture, exercise, and even ovulation and pregnancy. This long-term detailed data about individuals allows us to build tools for more rapid diagnoses because we can see changes as they happen. In more and more cases, we can even predict future outcomes by processing change over time like a signal.

Spreading the good word about circadian rhythms

As a publicly funded scientist, I feel I have a stake in how much the public values science. When the Nobel prize came out, I was very excited about a new window of receptiveness to engage with people outside my field by sharing with them the importance of time and light for biology and psychological health. I had made contact with an editor a few years back, when I was collaborating with an artist friend, Stephen Auger, on writing a piece about “the Meaning of Light”. She also saw the opportunity, and reached out to me. She said, “I told my editor: I know a real circadian biologist! I've got this!”

She was now working at Quartz magazine, an online offshoot of the Atlantic. It was off to the races: in a few hours we had sent three drafts back and forth.

The next morning our article went live, authored by me, and skillfully smoothed and improved by her. The article received a warm reception. The same artist friend, Stephen, then invited me to Santa Fe for the first meeting of MIT's Leonardo Art Science Evening Rendezvous (LASER). They flew me out, and we had a standing-room-only reception. The audience was engaged, excited, and overflowing with questions. We stopped the formal Q-and-A after half an hour, but I stayed for another couple of hours talking with people.

On being a scientist in the public and for the public

Through the Quartz article and the public engagement, I've developed into a stronger public scientist. I've made new connections, obtained valuable feedback, and improved my communication skills. I've learned that people are hungry for more interactions with scientists. In my experience, disseminating science to the public does not take much time and can be very rewarding. I encourage anyone interested to reach out in any way they can, even if it's just forwarding science materials on social media. Now more than ever we need to help those without scientific training understand the value of science and knowledge for everyone.



Postdoctoral scholar Benjamin Smarr discusses the importance of the Nobel Prize being awarded to circadian biologists, and his experience with publicly disseminating science.

Q & A with Professor Joseph Campos

Randy Lee, class of '17, sat down for an interview with Prof. Joseph Campos, who recently retired to the role of Professor of the Graduate School. In this issue, we feature a biography of Prof. Campos and an abridged response to a series of questions posed by Randy in this Q-and-A session.



Prof. Campos came to Berkeley in 1989 in the position of Director of the Institute of Human Development, in which capacity he continued until 1997, when he became a full-time professor. Prof. Campos was one of the first behavioral scientists to experimentally study the human infant. He opened up multiple areas of investigation, including the study of attachment to fathers, who were previously considered no more than an economic appendage to the family. In addition, he initiated studies on the development of discrete emotional expressions in the infant and was the first to begin the cross-national study of the production of discrete facial expressions to different emotional elicitors, complementing Ekman's classic work on recognition of adult facial displays. He studied psychophysiological and behavioral manifestations of fear in infants and demonstrated that fear of heights was not innate, as previously believed.

Perhaps Prof. Campos's greatest contributions lie in his highly influential studies on how motoric factors produce developmental transitions in infants, as well as his pioneering work on social referencing (how emotional expressions are also signals that can powerfully regulate behavior). Equally important have been his writings on the functionalist approach to emotion and emotion regulation. As a leading proponent of the study of emotional development, he founded the International Society for the Study of Emotions along with Paul Ekman, Klaus Scherer and Richard Davidson. In 1981 he was one of the first behavioral scientists to visit China and begin collaborative studies following the restoration of relations between the United States and China. Joe's contributions to behavioral science included his rise from ad hoc reviewer at the National Institutes of Health to membership in three research review committees, then to one of five members of the Board of Scientific Councillors at the National Institute of Child Health and Human Development (NICHD) culminating in his being the only behavioral scientist on the National Advisory Council of NICHD. Along with these contributions, Prof. Campos received distinguished teaching awards from the University of Denver and the University of Illinois, Urbana-Champaign.

Can you tell us something about your early life history?

I was born in the Dominican Republic, moved to the United States at age five, and was brought up in New York City. I attended Manhattan College on a four-year scholarship and obtained my doctorate at Cornell University; I was the first member in my family to attend college and obtain an advanced degree.

How did you start studying infants?

During my postdoctoral years at Albert Einstein College of Medicine, a major revolution

was taking place in psychology. The study of the origins of psychological characteristics stopped focusing on the law of phylogenetic continuity and shifted instead to species specificity. No longer was the rat, the dog, the monkey, or the ape the basis for studying the origin of human traits. Only the study of the human infant could illuminate these origins.

At the end of my postdoc, I was offered a position at Einstein and at the University of Denver. Due to the availability of teaching opportunities, Denver's offer in infant psychophysiology was more appealing. I told Denver, "If you want someone in

psychophysiology, I'm your man. But if you want someone in infancy, I don't know an infant from an aardvark." They said, "We don't either." So they hired me.

How did your education at Cornell influence your study at Denver on human infants?

My Cornell Ph.D did not prepare me to study infants, but it did expose me to general issues in psychology that were translational and that cut across subfields. I knew how to identify problems in infant research, even though I didn't have exposure to infants.

Why is social referencing important? Why did you start studying this phenomena?

We started to study social referencing because, at the time, behavioral scientists believed that emotions did not have a causal effect on behavior. Our research attempted to test that presupposition. Our studies have revealed that emotional signals can be extremely powerful regulators of behavior in the proper circumstances.

What have you valued during your time at Berkeley?

I value the extraordinary power of the faculty and of the students. Discussions with Professors Richard Lazarus and Jack Block have been invaluable to me. Berkeley also made possible important collaborations with Professors David Anderson of San Francisco State University, Ichiro Uchiyama of Doshisha University, Meng Zhao Lan of Peking University, and Kazuo Miyake of

Hokkaido University. Berkeley has also been extremely supportive of me during two periods of blindness in 1993 and from 2014 to the present. I shall never forget how Berkeley made it possible for me to maintain high-level contributions to teaching and research.

Do you have any advice for aspiring researchers?

Avoid being a paradigmatic dinosaur and focusing exclusively on one issue until that issue has become trite. Have breadth in your research and look for alternative ways of investigating significant issues. Don't allow yourself to be caught up in the hot issue of the day. Do research that you think is intrinsically important, independent of what others think.

Do you have any advice for students who are Hispanic or an underrepresented minority like you?

You need luck, number 1. Number 2, always strive to do the very best you can. Don't worry if, on occasion, you don't meet those high standards, but show people you're trying your best. People will recognize that and reward that effort.

What will you be doing after retirement?

I will study aardvarks.

For a collection of selected works by Joe Campos, please visit randylee.io/campos.



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Support the Psychology Department as an inaugural member of the Charter Hill Society for Psychology

We are proud to have launched The Charter Hill Society for Psychology, as part of a broader program in the College of Letters & Science. Charter Hill members make a three-year pledge to the Psychology Department's annual fund of \$1,000 or more per year. Gifts directly support the students and faculty of Berkeley Psychology, and can be made annually or monthly.

Members will be invited to special programming for Psychology, as well as to events with Charter Hill members from around the College. Recent lectures and events have featured Nobel Laureates and leading figures in sports, government, and entertainment.

To become a member of the Charter Hill Society, make a three-year recurring commitment at tinyurl.com/GiveBerkeleyPsych. (One-time gifts can also be made.)

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