The Psychological Science Agenda

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Convention: Science, Coffee, and Beignets Await!

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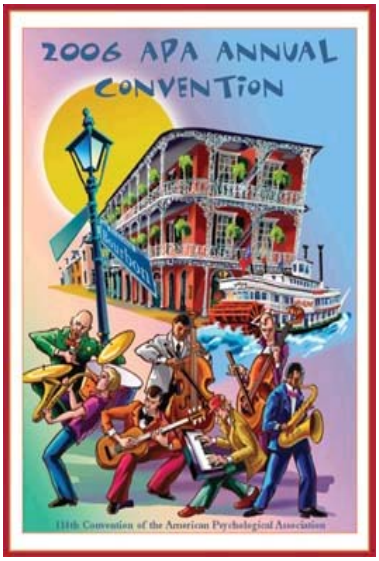
Join in the experience of the APA Convention in New Orleans, August 10-13! This year will present opportunities like no other – in addition to presentations by distinguished scientists, great social events, and unmatched entertainment, Convention attendees will have the chance to help rebuild a wounded city.

Featured guests and events include accomplished actor Anna Deveare Smith as a featured Opening Session speaker, comedian Bill Cosby as the headliner for an APA fundraiser for New Orleans public schools, and the famous Preservation Hall Jazz Band for a Habitat for Humanity fundraiser.

Those who attend the Convention may also wish to take an opportunity to give to the city with their own muscle power – APA has arranged to work closely with Habitat for Humanity to help build housing for New Orleans residents. Visit the APA Convention website at http://www.apa.org/convention06/outreach.html for more information about this activity.

APA President Gerald P. Koocher will present the APA Award for Outstanding Lifetime Contributions to Psychology to E. Mavis Hetherington, professor emeritus of Psychology at the University of Virginia. Professor Hetherington, noted for her research on divorce, single parent households, and stepfamilies, will be a featured speaker at the Opening Session.



A variety of excellent plenary sessions are on tap, including presentations by Mark Appelbaum, Aaron and Judith Beck, Michael Davis, James Garbarino, Donna Mertens, Joy and Howard Osofsky, Will Shadish, and Sheldon Solomon, as well as a symposium on science careers for women. The Presidential programming track will feature a special presentation by "Dr. Phil" McGraw, and symposia on growing up with diversity, and mentoring. Please visit the APA Convention website (www.apa.org/convention) for registration, hotel, and related information.

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EXECUTIVE DIRECTOR'S COLUMN

STEVEN BRECKLER, Executive Director for Science

Open Access and Public Understanding

Over the past year, NIH has been working to establish and grow a policy on public access. The goal is to post all of the journal publications that result from NIH grants, in a form that makes the full text freely available to the public. When the policy was first introduced, contributions to the public archive were voluntary. Now NIH and some members of congress want to make the contributions mandatory – if your published journal article is supported in any way by a grant from NIH, you would be required to deposit the full-text article in the National Library of Medicine's PubMed Central archive.

APA joined with many other non-profit publishers of scientific journals to express concerns about the initial NIH policy. For one thing, NIH has not yet demonstrated that it can manage such a mammoth undertaking. Many of us also have serious reservations about concentrating so much gate-keeping authority in the hands of a federal agency. These agencies already control the direction of science through the allocation of funding. Under the new public access policy, it will be far too easy for the government to suppress research results that happen to be unpopular or politically unpalatable. It is an Orwellian nightmare for basic science.

Perhaps the greatest concern, however, is the disingenuous premise on which the public access policy is based. In Publication No. 05-5775, NIH asserts the following:

"Ensuring access to the full text of NIH-funded research publications will improve the public's understanding and appreciation of biomedical research findings. Enhanced access to information strengthens and expands

the impact of research while disseminating it in a timelier manner. The online archive will increase the public's access to health-related publications at a time when demand for such information is on a steady rise."

I can't argue with the goal of enhancing public understanding of biomedical research results. It is important, and it needs to happen. I also appreciate that public demand for such information is growing. The problem is that the NIH public access policy will not deliver on these goals, nor will it satisfy the public demand.

Let me give just one example. In the latest issue of *Psychological Bulletin* (Vol. 132, No. 2) is a 37-page article by Marta Durantini and colleagues, discussing a meta-analysis of 166 HIV-prevention interventions. The topic is one of tremendous public interest and importance. The research was funded by several NIH grants, and the publication is exactly the sort being targeted by the NIH public access policy. The article is a classic meta-analysis, with tables full of hypotheses and meta-analytic statistics.

It is reasonable to ask whether lay members of the public – taxpayers whose hard-earned dollars helped to support this research – will gain from their reading of this article any better understanding of the research results. Some certainly will, but I suspect that most will not. For those who do want access, however, many options are available – a reprint request to the author, electronic access through a library, or purchase (for a nominal fee) directly from the APA website.

Public access is not really the problem here, and adding yet another avenue for public access will not necessarily enhance public understanding. What the public demands, I think, is an explanation of the research results in terms they will understand – what was the research about, what was found, what are the implications, what are the limitations, and how much closer does this get us to a cure or prevention?

The public deserves answers to these questions, they have a right to demand answers now, and to have those answers provided in a way they can understand and appreciate. As I see it, however, the NIH public access policy will accomplish none of this. The policy cannot be justified on this basis.

So what can NIH do? If public understanding is the goal, NIH can invest its resources more productively to make its funded research better understood. For example, each institute can hire a science writer whose job is to describe the results and implications of research in a form that can be readily comprehended. NIH can demand of its funded investigators that they produce articles written for a lay audience.

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SCIENCE BRIEFS

Rethinking Racial Stereotyping, Prejudice, and Discrimination

by Keith Maddox

Keith Maddox received his PhD in 1998 from the University of California, Santa Barbara. He is currently an Associate Professor in the Department of Psychology at Tufts University. His research examines various aspects of stereotyping, prejudice, and discrimination, and the mental representation of persons and groups. This research has been supported by the National Science Foundation and the Society for the Psychological Study of Social Issues. He currently serves as the chair of the Diversity Committee for the Society for Personality and Social Psychology. He is on the Editorial Board of the Journal of Black Psychology, and a Consulting Editor of Personality and Social Psychology Bulletin. He is the director of the Tufts University Social Cognition laboratory.

Racial categorization reflects the process of placing people into distinct groups based on variation in phenotypic physical features of the face and body such as skin color, hair color and texture, eye shape, nose width, and lip fullness. Racial stereotyping, prejudice, and discrimination reflect the human tendencies to conceptualize and value certain configurations of phenotypic features differently, and act on these thoughts and feelings in our interactions with members of racial categories. Many of us, particularly students of prejudice, can recruit from memory vivid examples of racial bias and its consequences. In both overt and subtle forms, stereotyping, prejudice, and discrimination exhibited among individuals belonging to different racial categories has long been a significant source of social strife in American society and abroad. In general, individuals having physical features associated with Whites (lighter skin color, lighter and straighter hair, rounder eyes, narrower nose, thinner lips) are advantaged compared to individuals with features associated with other racial categories.

Rethinking Racial Bias

Notice that the statement ending the previous section is subtly, yet importantly, distinct from the statement that Whites are advantaged over individuals from other racial categories. It reflects another variety of racial bias that occurs both between and within racial categories by suggesting that individuals may possess features associated with Whites and enjoy relatively advantaged status over others without necessarily being categorized as White. At first glance, this concept may seem illogical. How can one conceptualize racial bias, characterized by between-category distinctions, that occurs within a racial category? Our impediment may stem from the well-studied tendency to perceive homogeneity in the characteristics of a target group once categorization has occurred (Tajfel & Wilkes, 1963). In fact, there is as much phenotypic (and genotypic) variability within human populations associated with racial categories as there is between those categories (American Association of Physical Anthropologists, 1996). Thus, this bias can be conceptualized as "racial" because it is appears to be based on the phenotypic characteristics we use to categorize others as a function of race.

This within-category variety of racial bias, while perhaps much less familiar to many observers, has consequences paralleling those of "traditional' racial bias. A relatively small but growing literature produced by historical, sociological, medical, anthropological and psychological researchers confirms that racially-motivated biases exist not only between members of different racial groups, but also among individuals who belong to the same racial group. Most of the focus has been on perceptions of Black Americans by Blacks and Whites as a function of a single feature, skin tone. Early historical evidence suggests that both Blacks and Whites exhibited bias based on skin tone as early as the slavery era (Drake & Cayton, 1945). White European facial features in Blacks were

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seen as evidence of White ancestry, leading to inferences of racial superiority (Russell, Wilson, & Hall, 1992). In the post-slavery era, lighter skin provided better social, educational, and economic opportunities (Neal & Wilson, 1989). Sociological evidence corroborates these historical data, suggesting that these social disparities persist among Black Americans (Keith & Herring, 1991). Furthermore, medical evidence suggests that darker skin tone is associated with negative health outcomes (Gleiberman, Harburg, Frone, Russell, & Cooper, 1995). These disparities are not limited to Blacks in the United States. The tendency to make discriminations based on skin tone emerges among Latinos in the United States and Latin America (Murguia & Telles, 1996; Uhlmann, Dasgupta, Elgueta, Greenwald, & Swanson, 2002), in Brazil (Harris, Consorte, Lang, & Byrne, 1993), Canada (Sahay & Piran, 1997), India (Beteille, 1967), Israel (Munitz, Priel, & Henik, 1985), Jamaica (Tidrick, 1973), Japan (Goldberg, 1973; Wagatsuma, 1967), Northern Africa (Brown, 1967), and South Africa (Legum, 1967). Evidence suggests that, in each of these societies, lighter skin is generally valued over darker skin, and a person's skin tone has broad implications for his or her relative social status.

These outcomes are, in part, due to interpersonal processes that were not generally recognized in social psychological theory. Dominant theories in social psychology have emphasized the role of racial categories. Few considered phenotypic variation within a racial category as a meaningful factor in representations, judgments, and treatment of others (Maddox, 2004). These mainstream perspectives assert that, regardless of phenotypic appearance, an individual is potentially subject to the stereotypes and prejudices associated with the group to which he is categorized (Secord, 1958). More recent social psychological evidence has linked within-race variation in phenotypic appearance of Blacks to categorization and stereotype content (Maddox & Gray, 2002), the application of stereotypes and prejudice (Blair, Judd, Sadler, & Jenkins, 2002), and implicit and explicit evaluations (Livingston, 2001; Livingston & Brewer, 2002). This evidence suggests that it would benefit researchers to reconsider the extent to which racial phenotypicality may elicit categorical thinking and the conditions under which categorical thinking may be accompanied by more nuanced patterns of thought and action.

Racial Phenotypicality Bias

Among psychologists, this general phenomenon has been described using a variety of terms: Afrocentric bias (Blair et al., 2002), the bleaching syndrome (Hall, 1994), colorism (Okazawa-Rey, Robinson, & Ward, 1987), perceptual prejudice (Livingston & Brewer, 2002), phenotyping (Codina & Montalvo, 1994), skin color bias (Hall, 1998), skin tone bias (Maddox & Gray, 2002), and subgroup prejudice (Uhlmann et al., 2002). Each of these terms reflects differential attitudes, beliefs, and treatment of individuals based on variation in phenotypic characteristics of the face traditionally associated with membership in particular racial categories. In previous work, I have offered a rudimentary model of *racial phenotypicality bias,* a term that corrals the various terms offered by researchers (Maddox, 2004). The model is guided by evidence of our implicit and explicit sensitivity to variation in racial phenotypic appearance among members of the same racial category. The model incorporates suggested revisions to traditional models of person perception (Blair et al., 2002; Maddox & Gray, 2002; Zebrowitz, 1996). Processing begins with identification of a person's physical attributes that act as cues to salient category dimensions such as age, sex, and race. At this stage, the nature of feature processing diverges into two routes of information processing that operate simultaneously and largely independently.

The category-based route. The first is a category-based route as proposed by Maddox & Gray (2002) based on traditional approaches to social representation and judgment (Brewer, 1988; Fiske & Neuberg, 1990). Through this route, processing of the target's phenotypic features results in racial categorization, based on a single, salient feature (e.g., skin tone) or a global assessment of multiple features (Blair et al., 2002; Livingston & Brewer, 2002). At this point, the individual may be placed into a relevant subcategory as a function of racial phenotypicality (e.g., light-skinned or dark-skinned) depending on the perceiver's conceptual framework. Only salient subcategory representations may guide the process of categorization. Subcategory use is more or less likely depending on person characteristics or contextual cues present in the judgment context (Maddox & Chase, 2004). In that study, the use of skin tone-based subcategories of Blacks was augmented through a manipulation that made salient learned distinctions between light- and dark-skinned Blacks. Once fit between the target and (sub) category membership is established, associated stereotypes or prejudices (Maddox & Gray, 2002) may be used in interpersonal judgments.

The feature-based route. The second route is feature-based; influencing social perception apart from the traditional range of category-based processing. This route employs direct associations between phenotypic features and stereotypic traits (Blair et al., 2002) or prejudices (Livingston & Brewer, 2002). These associations may be learned over time, or reflect innate knowledge of social information that may be overgeneralized to other individuals with similar features (Zebrowitz, 1996). An important aspect of this route is that phenotype continues to influence target judgments in situations even when racial categorization overrides within-race variation through the category-based route (Blair et al., 2002). Furthermore the information that features convey will be applied regardless of the target's racial category membership (Blair et al., 2002; Secord,

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1958; Zebrowitz, 1996) and is less subject to conscious control (Blair, Chapleau, & Judd, 2005).

The role of conceptual knowledge. The model also recognizes varieties of conceptual knowledge that may guide the processing of target attributes through both the category-based route and the feature-based route.Possibilities include metaphorical associations with various colors (Secord, 1958), early childhood experiences with light and dark (Williams, Boswell, & Best, 1975), essentialist beliefs (Haslam, Rothschild, & Ernst, 2002), implicit causal theories (Medin & Ortony, 1989), cultural standards of physical attractiveness (Breland, 1998), and beliefs about the relationship between physical features and personality (Livingston, 2001). Each of these and others may contribute to category-based and/or feature-based judgments.

Why Rethink Racial Bias?

This re-conceptualization does not maintain that the study of categorical thinking in the domain of race is obsolete. At times, racial categorization may very well override the significance of within-category variability. However, there are a number of developing factors in our society that will increase the significance of racial phenotypicality (Maddox & Dukes, 2006). First is the growing phenotypic diversity among the population attributed to increasing numbers of immigrants of color (Massey, 2002) as well as increasing rates of interracial marriages (Steven & Tyler, 2002) and multiracial births (U.S. Bureau of the Census, 1992). Second is the recent debate over the inclusion of a multiracial category option in the U.S. Census, highlighting the growing recognition that people who may appear to belong to a particular racial category may identify with multiple categories (Steven & Tyler, 2002). Finally, consider the continuing debate surrounding the idea that race is a biological certainty. A growing body of evidence indicates that the biological nature of race is a myth. In fact, racial categories and their apparent correlates arise as a function of social construction processes (American Anthropological Association, 1998; American Association of Physical Anthropologists, 1996).

The confluence of these factors suggests that more and more people in the country will not fit into traditional models of racial stereotyping and prejudice, augmented by the deterioration of the traditional framework surrounding race. These factors may lead to decreased reliance on race in social perception and judgment and, perhaps, increased reliance on racial phenotype. If we are to recognize the face of stereotyping and prejudice in the future, it is vitally important that researchers give greater consideration to the role of racial phenotype and conceptual knowledge in social judgment.

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APA Science Directorate Career Workshop Held at George Washington University

by Deborah McCall

On April 4, 2006, approximately 35 students from the DC metropolitan area attended a Career Workshop sponsored by the Science Directorate and George Washington University. Expert panelists with diverse backgrounds shared their experiences and personal stories with students.

Expert panelist at the George Washington University Academic Career Workshop share their experiences and personal stories with students.

The workshop, *Entering the Career Marketplace: A Look at Academic and Non-academic Careers in Psychology*, was moderated by Visiting Senior Scientist Clare Porac. Students enthusiastically discussed such topics as "Preparing for the Workplace of Your Choice" and "Finding Your Own Path." Panelists advised students to write as much as possible and get published, get a mentor (more than one if possible), network and develop relationships, and take as many statistical courses as possible.

As part of its outreach to graduate and postdoctoral students, the Science Directorate will host several of these workshops at various sites throughout the year. The goal in hosting these workshops is to prompt scientifically trained students to start thinking early about their careers and to encourage students to vigorously explore the wealth of opportunities available to them in the traditional academic setting as well as the non-traditional, non-academic setting.

Please contact Deborah McCall if your university would like to host a workshop or would like more information. She can be reached at dmccall@apa.org.

Announcing the 2006 APF/COGDOP Graduate Research Scholarships

The American Psychological Foundation (APF) and the Council of Graduate Departments of Psychology (COGDOP) are jointly offering graduate research scholarships. Promising graduate students are invited to apply for one of these awards, including the $2,000 Clarence J. Rosecrans Scholarship, the $3,000 Ruth G. and Joseph D. Matarazzo Scholarship, and a number of $1,000 scholarships.

The purpose of the scholarship program is to assist graduate students of psychology with research costs. Scholarships are given directly to the individual graduate student recipients. Eligible students are those enrolled in an interim master's program or doctoral program in a COGDOP member department. Students currently enrolled in terminal master's programs are eligible if they intend to enroll in a PhD program immediately following receipts of the master's degree. Several fellowships have been reserved for students who, at the time of application, are within the first two years of graduate study in psychology.

The deadline for applications is June 26, 2006. Visit www.apa.org/science/apf-cogdop.html for complete instructions and a link to the application.

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Following are just a few of the exceptional division-sponsored speakers slated for the Convention: Roy Baumeister, Sarah Boysen, Dante Ciccetti, Jennifer Crocker, Joe LeDoux, Megan Gunnar, Judith Langlois, Matthew Lieberman, Brenda Major, Ann Masten, Susan Nolen-Hoeksema, Michael Scheier, Sonja Suchday, and Ed Wasserman.

Science Directorate-sponsored programming

Award Addresses
Distinguished Scientific Contribution for the Applications of Psychology Award
John Campbell
Competency, Adaptability, Performance, Productivity—Scientific Constraints or Words to Exploit?

Distinguished Scientific Contributions Awards
Michael Davis
Neural Systems Involved in Fear and Anxiety

Marcia Johnson
Reality Monitoring

Martin E.P. Seligman
Positive Psychology and Positive Psychotherapy

Neal Miller Lecture
Bruce McEwen
The Neurobiology of Stress: Implications for Behavioral Medicine

Master Lectures
Ritch Savin-Williams
The New Gay Teenager: Not Invisible, Not Sick, Not Gay

Judith Singer and John Willett
Improving the Quality of Longitudinal Research: Current Status and Future Prospects

Elaine Walker
Adolescent Neurodevelopment and Mental Health: A Critical Opportunity for Prevention

James Sidanius
The Interactive Nature of Patriarchy and Arbitrary-set Hierarchy: The Dynamics of Sexism and Racism from an Evolutionary and Social Dominance Perspective

John Gabrieli
Regulation of Thoughts, Memories, and Feelings in the Human Brain

CARE Invited Address
Linking Research with Humans and Other Animals
Michael Davis
Neural Mechanisms of Extinction: Relevance to Exposure-based Psychotherapy

CPTA Invited Symposium
The Notion of Measurement Equivalence Across Diverse Populations: Examining the Critical Issues, featuring Antonio Puente, Jeffrey Braden, Thomas Oakland, and Bruce Bracken

Science Student Council Program
Writing Your First Grant – Sources of Funding for Graduate School and Beyond

Grants Available for Scientific Conferences, Proposals Invited

The Science Directorate is currently seeking proposals for research conferences in psychology. The purpose of this program is to promote the exchange of important new contributions and approaches in scientific psychology. Over 90 conference grants have been awarded to date. The next deadline for applications is **June 1, 2006.**

Grant money ranging from **$500 to $20,000** is available for the scientific conference. Proposals will be considered using such formats as "add-a-day" conferences ($500-$3,000 available), "stand alone" conferences ($5,000-$20,000 available), and festschrifts ($5,000-$20,000 available). APA is also open to innovative ways of holding conferences. The conference must be additionally supported by the host institution with direct funds, in-kind support, or a combination of the two. Please note that a detailed budget including institutional support is required for application.

Conference proposals must meet the following eligibility requirements:

- One of the primary organizers must be a member of APA.
- Only academic institutions accredited by a regional body may apply. Independent research institutions must provide evidence of affiliation with an accredited institution. Joint proposals from cooperating institutions are encouraged.
- Conferences may be held only in the United States, its possessions, or Canada.
- APA governance groups, APA Divisions and other related entities are not eligible for funding under this program.

Conference proceedings and presentation materials (including electronic presentations) must be submitted to APA three months after the date the conference is held. APA will hold the conference proceedings for three years. If a book has not been published by APA or another publisher within the three-year holding period, APA will place the conference proceedings in PsycEXTRA.

Seventy-five percent of funds will be distributed to grantees prior to the conferences, and the remaining twenty-five percent will be released following the conference and after the submission of a final financial report detailing conference expenditures equal to or exceeding Grantee's proposed total budget.

Conference review committee members are: Anita Davis, Michael Domjan, Irene Frieze, Kathleen McDermott, Kevin Murphy, and James W. Pennebaker.

For more information on review criteria, proposal contents, and budget guidelines, please refer to the APA website at http://www.apa.org/science/confer2.html or contact Deborah McCall, Science Program Manager, at (202) 218-3590 or dmccall@apa.org.

PROPOSAL DEADLINE: June 1, 2006

Please mail proposals to:
APA Science Directorate
750 First Street, NE
Attn: Scientific Conferences Proposals
Washington, DC 20002-4242
http://www.apa.org/science/confer2.html

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The publishers of scientific journals can do more to publicize the content of their articles, and can invite commentary to explain the context and significance of the research described in articles. APA is a good model of a scientific association that uses its publication and electronic resources to produce many research-based publications for practitioners and the public.

Productive solutions exist for making the results of science better understood and appreciated. The NIH public access policy, however, is not among them.

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Sangeeta Panicker, *Director, Research Ethics Office*
Clare Porac, *Senior Scientist*
Sara Robinson, *Legislative Assistant*
Karen Studwell, *Senior Legislative & Federal Affairs Officer*
Amy Test, *Special Programs Assistant*
Kymberly Thornton, *Administrative Assistant*
Suzanne S. Wandersman, *Director, Governance Affairs*
Jennifer Webb, *Science Programs Associate*

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Science Directorate Email Address: science@apa.org

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