



Presented by Harvard University's Women in Psychology

Trends in Psychology Summit

November 12, 2021

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Welcome to TiPS2021!

You can view the schedule below but before we get started, here are some common questions:

- **What is Gather.Town, and when should I use it?** Gather.Town is the virtual conference space where we will host our conference. In Gather, you'll create an avatar so that you can explore the conference space we created for you. You can use Gather to access Poster Sessions. To listen to the Symposia and Data Blitzes, please use the Zoom links below. Check out our guide [here](#) to learn more about how to use Gather.
- **Where do I go to listen to the symposia?** All of the symposia will be held on the same Zoom link (<https://harvard.zoom.us/j/96433739606> password: tips2021)
- **Where do I go to listen to the data blitz talks?** Because data blitz sessions will happen concurrently, each session (e.g. Memory) has its own Zoom link. To join a specific data blitz session, please visit the Zoom links below!
- **Where do I go to visit the poster sessions?** The poster sessions will be held on Gather.Town. *Explore the posters here!*:
<https://gather.town/app/6CS0bRVBU7n3Gr1n/TiPS2021> (password: tips2021)



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Schedule & Zoom Links

9:00 - 9:30 am ET: **Opening Remarks: Mahzarin Banaji on "Gender in Science"**

- Zoom link: <https://harvard.zoom.us/j/96433739606> (password: tips2021)

9:30 - 10:45 am ET: **Developmental Psychology Symposium**

- Zoom link: <https://harvard.zoom.us/j/96433739606> (password: tips2021)

11:00 am - 12:15 pm ET: **Clinical Psychology Symposium**

- Zoom link: <https://harvard.zoom.us/j/96433739606> (password: tips2021)

12:15 - 1:30 pm ET: **Lunch / Poster Sessions / Mentorship Panels**

- Poster Sessions: *Poster sessions will be held via Gather.Town*
(<https://gather.town/app/6CS0bRVBU7n3Gr1n/TiPS2021> (password: POSTING AT 8PM ET))*
Note: Until Friday at 12:01 AM ET, Gather.Town can only accommodate a few people at a time.
 - Poster Session A: **Social Psychology**
 - Poster Session B: **Clinical Psychology**
 - Poster Session C: **Cognitive Psychology**
 - Poster Session D: **Developmental Psychology**
- Mentorship Panels (12:30 - 1:15 pm ET): [Sign up here!](#) (Deadline to sign up is Wed. 10/10)

1:30 - 2:45 pm ET: **Social Psychology Symposium**

- Zoom link: <https://harvard.zoom.us/j/96433739606> (password: tips2021)

3:00 - 4:15 pm ET: **Cognitive Psychology Symposium**

- Zoom link: <https://harvard.zoom.us/j/96433739606> (password: tips2021)

4:30 - 5:00 pm ET: **Data Blitz Session 1**

- Moral Judgments: <https://harvard.zoom.us/j/93403821595>* (password: tips2021) *Updated on 11/9
- Gender at Work: <https://harvard.zoom.us/j/92525871516> (password: tips2021)
- Developmental Psychology: <https://harvard.zoom.us/j/91340693796> (password: tips2021)
- Prejudice and Inequality: <https://harvard.zoom.us/j/95383503987> (password: tips2021)

5:00 - 5:30 pm ET: **Data Blitz Session 2**

- Memory: <https://harvard.zoom.us/j/95874705882>* (password: tips2021) *Updated on 11/8
- Social Cognition: <https://harvard.zoom.us/j/92726418638> (password: tips2021)
- Stereotypes & Group Membership: <https://harvard.zoom.us/j/96691194595> (password: tips2021)
- Self-Injury: <https://harvard.zoom.us/j/97517962870> (password: tips2021)



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Extended Schedule / Book of Abstracts
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[Social Psychology Poster Session](#)

[Clinical Psychology Poster Session](#)

[Cognitive Psychology Poster Session](#)

[Developmental Psychology Poster Session](#)

Data Blitz:

Session 1 (4:30 - 5:00 pm ET):

- [Moral judgments](#)
- [Gender at work](#)
- [Developmental psychology](#)
- [Prejudice and inequality](#)

Session 2 (5:00 - 5:30 pm ET):

- [Memory](#)
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Symposia

9:30 - 10:45

Developmental Psychology Symposium

<https://harvard.zoom.us/j/96433739606> (password: tips2021)

Moderator: Seda Akbiyik

Susan Carey, Harvard University

The Ontogenetic Origin of the Capacity for Logically Structured Thought: A Case Study the Logical Connectives Not, Or, and Possible

Zeynep Saygin, Ohio State

Innate neural scaffolds for experience-dependent mental function

Marianna Zhang, Stanford University

Let's talk structure: the positive consequences of structural representations

Eliza Kosoy, UC Berkeley

Exploring Exploration: Comparing Children with computational Agents in Unified Environments

11:00 - 12:15

Clinical Psychology Symposium

<https://harvard.zoom.us/j/96433739606> (password: tips2021)

Moderator: Ellen Finch

Ann Kring, UC Berkeley

The promises (and pitfalls) of translational affective science for increasing our understanding of schizophrenia

Katherine Thakkar, Michigan State University

Sensorimotor mechanisms of self-disturbance in individuals diagnosed with schizophrenia

Chardée Galán, University of Southern California

Rashina Seabury, Yale University

Metacognition and Memory Functioning in Psychosis



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1:30 - 2:45 **Social Psychology Symposium**

<https://harvard.zoom.us/j/96433739606> (password: tips2021)

Moderator: Kirsten Morehouse

Sylvia Perry, Northwestern University

Exploring American parent-child conversations about race, pre and post 2020

Jeni Kubota, University of Delaware

Social Neuroscience of Intergroup Contact

Minjae Kim, Boston College

Social prediction error in the Theory of Mind network

Xuechunzi Bai, Princeton University

Globally inaccurate stereotypes can result from locally adaptive exploration

3:00 - 4:15 **Cognitive Psychology Symposium**

<https://harvard.zoom.us/j/96433739606> (password: tips2021)

Moderator: Lauren DiNicola

Yael Niv, Princeton University

Latent-cause inference in learning

Dominique Vuvan, Skidmore College

Stylistic context effects in music processing

Katie Insel, Columbia University

How do adolescents infer value from semantic knowledge?

Ella Striem Amit, Georgetown University

Perception and action without hands



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Data Blitz Session 1

4.30 - 5.00 PM ET

Moral Judgments

Moderator: Hayley Dorfman

Zoom link: <https://harvard.zoom.us/j/93403821595> (password: tips2021)

Alternative facts: belief differences lead to differences in moral judgements of stereotype use

Thalia Vratsidis

Despite the moral, legal, and social problems caused by stereotyping, people continue to use and express stereotypes. Why might this occur, even among people who endorse moral norms against stereotyping, and even when the stereotype is widely considered immoral? Previous work suggests that this may be due to conflicting motivations, or unintentional influences (e.g. implicit associations). We propose an additional reason this could happen: people may think that they are merely using acceptable beliefs about groups, even while others view them as engaging in immoral stereotyping. This may lead people to see stereotyping as something that occurs mainly in other people, rather than themselves. Study 1 showed that in fact people do think stereotyping occurs more in others than themselves – potentially due to disagreements in what counts as immoral stereotyping. Study 2 showed that these disagreements exist: one person may view a group-based generalization as immoral while another thinks of it as acceptable. Furthermore, these differences could be explained by differences in people's beliefs about a given statement (e.g. about how negative or overgeneralized it is). Overall, this research suggests that the use of problematic stereotypes may at times occur simply because people do not see the stereotype or belief as problematic. Implications for how to reduce problematic cases of stereotype use are discussed.

You can go to jail for jaywalking? Descriptive norms and identity influence enforcement of rarely followed rules

Jordan Wylie

On any given day, you may notice people casually jaywalking or loitering. Although these behaviors are both frequent and morally irrelevant, they are also illegal. This kind of violation, which we call a phantom rule violation (Wylie & Gantman, under review), is one that is rarely but selectively enforced—sometimes with extreme consequences. In two studies (N= 31,041), we examine how these rules are selectively enforced when people are motivated by an extraneous reason, and for people who belong to groups that receive excess policing in the U.S. We first test this question in an economic game setting, finding that when rule violators are selfish, punishment of rarely enforced rules significantly increases. We then extend this work to a real-life setting, examining whether New York City 311 calls (non-emergency complaints) more frequently end in arrest in neighborhoods where the racial composition is majority non-White. Results support this prediction: Over an 11 year period, non-emergency calls more frequently



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end in arrest in majority non-White neighborhoods, even controlling for total volume of calls. This research will further the understanding of how these rules function and what their consequences are in controlled economic game settings and, critically, in the real world—illuminating the consequential space between what the law says and our moral intuitions. Implications for the role of descriptive norms and racial identity on moral cognition will be discussed.

A Problematic Provocation: The role of gender identity on assessments of guilt and criminal culpability in a mock jury decision-making paradigm

Kayla McKeon

The transgender panic defense is a provocation defense which argues that a defendant lost self-control or was provoked to murder or assault a transgender person after discovering their transgender identity. (Lee & Kwan, 2014) Relying on a body of related research identifying the underlying mechanisms of successful gay panic defenses, the current study (N = 636) examines the influence of transphobia, blame attribution, moral outrage, and hate crime perception on jurors' acceptance of transgender panic defenses as mitigating circumstance in a murder case. Vignettes used in Salerno et al.'s (2015) study on the gay panic defense were adapted to fit the transgender panic defense, using a 3 (transgender woman, transgender man, gay man) x 2 (provoked or unprovoked) between-subjects design. The transgender civil rights scale (Davidson, 2014), transphobia scale (Nagoshi et al., 2008), perceptions of victim blame scale (Tomei et al., 2020), and perceptions of victim and defendant scale (Michalski et al., 2020), were utilized to measure transphobia, blame attribution, and moral outrage. Participants were collected through Prolific and data analysis is currently underway.

The P-Word: Explaining Why People Avoid power

Kathryn Hull

Previous research demonstrates that some individuals avoid power. One explanation for this behaviour is responsibility aversion: some individuals are averse to the responsibility associated with power and will therefore avoid powerful positions. However, responsibility aversion may not be the only reason people avoid power. Some individuals avoid power because they perceive it as being inherently negative. We have developed a new theory of power aversion to explain how negative perceptions of power cause some individuals to avoid it. We drew from previous research to infer which specific negative traits have been associated with power. Based on this, we proposed that power averse individuals believe that possessing power will turn them into immoral, cold, selfish, and unjust people. For this reason, they avoid power. We have also developed individual difference measures for both power aversion and responsibility aversion over three separate studies, utilising both exploratory and confirmatory factor analyses. Both scales displayed strong internal consistency, as well as convergent, divergent, and discriminant validity. Ultimately, by providing a fuller understanding of why individuals avoid power, we hope to shed light on the way everyday people conceive of their own placement within societal power structures. This work could have significant implications for gender equality as we learn to more effectively engage those who have the power to effect change.



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Data Blitz Session 1

4.30 - 5.00 PM ET

Gender at Work

Moderator: Tessa Charlesworth

Zoom link: <https://harvard.zoom.us/j/92525871516> (password: tips2021)

New Technologies and Old Dilemmas - Men's preference for female subordinates

Laura Moradbakhti

The Theory of Basic Psychological Needs (BPN) states that feelings of competence, relatedness and autonomy are universal psychological needs. When we are engaging in a task while one or more of these needs are not satisfied, our motivation and well-being gets negatively affected. The role of BPN in the acceptance of Artificial Intelligence (AI) systems has been largely neglected in scientific literature. In a 2x2 factorial online experiment, 282 participants (126 females, 2 nonbinary participants, Mage= 47.34 years) watched an “AI finance coach” video with a female or male synthetic voice that expressed either high or low agency. A moderated mediation model revealed that male participants reported the greatest Autonomy Need Satisfaction and Intention to Use for the female-sounding AI coach with low agency, while this type received the lowest Autonomy Need Satisfaction and Intention to Use from female participants. These results suggest that male participants have a preference for an AI coach displaying gender-stereotypical features. Their preference for the female low agency AI coach is in line with a gender-stereotypical representation of a subordinate female, while a high agency female finance coach exhibits characteristics such as being “dominant” or “assertive” which are traditionally associated with males. The results highlight the risk of strengthening gender stereotypes by continuing to apply a female default voice for AI assistants such as Siri and Alexa.

Examining the Effectiveness of Interventions to Reduce Discriminatory Behavior at Work: a Meta-Analysis

Elaine Costa

This meta-analysis examines interventions to mitigate discriminatory outcomes in the workplace. Based on the emphasis of evaluating reduction efforts in discriminatory behavior rather than in prejudicial attitudes, this analysis is focused on behavioral metrics only (i.e., measures designed to capture participants’ actions or decisions in a given situation). The current dataset includes studies investigating interventions based on a number of stigmatized identities (e.g., women, LGBT, race, nationality, religion, age, overweight targets, etc.) A mixed-effects multilevel model is utilized in every analytical procedure, accounting for random effects at the paper level to address potential dependencies in effect sizes from the same manuscript. Preliminary evidence from a sample that includes 27 studies



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reporting 53 effect sizes and testing eighteen different interventions indicate that the procedures employed so far can be effective, but to varying degrees. Moderator analyses indicate that short-term education or reminders for individuals to refrain from biased behavior are generally ineffective. Conversely, signaling a common identity, imagining contact, providing counterstereotypical information, and making individuals accountable for their decisions emerged as helpful interventions. An overreliance on attempts to change and measure attitudes rather than behaviors in the literature impairs the ability to uncover more effective behaviorally-focused interventions in this field.

Think Manager, Think Female? Occupational Gender Typing Moderates the Tendency to See Leaders as Masculine

Dr. Colleen Cowgill

There is strong consensus that people equate leadership with male stereotypes (high agency and low communion)—the “think manager, think male” association. This puts female leaders at a disadvantage due to a lack of fit between traits seen as typical of leaders and traits seen as typical of women (high communion). However, female leaders are relatively common in some occupations (e.g., nursing), suggesting that the association between leadership and male stereotypes may depend on context. In two pre-registered experiments ($N = 2,307$), we tested the novel proposal that occupational gender-typing may sometimes lead people to think “female” when they think “manager.” We hypothesized that two facets of gender-typing (the care-orientation and gender composition of the domain) moderate perceptions of leaders. In Study 1, managers in a care-oriented occupation were ascribed similarly high levels of communality as women in general, whereas managers in non-care-oriented occupations were ascribed similarly low levels of communality as men in general. Study 2 replicated these findings and also showed that managers overseeing mostly female staff were ascribed similarly high levels of communality as women in general, whereas managers overseeing mostly male staff were ascribed similarly low levels of communality as men in general. These results indicate that perceptions of leaders resemble those of women more than men in some contexts, with important theoretical and practical implications.

Malevolent Power as Key to Men's Greater Association with Leadership: A New Theoretical and Analytical Approach for Understanding Stereotype Content and Leader-Gender Bias

Renata Bongiorno

Men's association with leadership is assumed to rest on stereotypes of men as more Agentic (strong, decisive, competent) than women. Yet shortcomings in theory, measurement and analyses have obscured the nature of this bias. We use an expanded Power-Benevolence framework of stereotype content and a breakthrough analytical approach—three-mode principal component analysis, to map the basis for convergence and divergence in stereotypes of leaders with men, women and other groups. In two United States gender-balanced studies (Study 1: employed sample, $N=365$; Study 2: community sample, $N=289$), participants rated six groups on 64 traits. Across studies, high overlap between men and leaders was due to both being stereotyped as more power-hungry, controlling, and domineering (“malevolent Power”) than women. Women were stereotyped as more competent than men and more compassionate and moral than



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both men and leaders. Thus, women's poorer leadership fit appears to rest on stereotypes that women lack malevolent Power rather than competence. These stereotypes were unrelated to participant gender or political orientation, but were stronger for people in lower management levels and in industries with more men in leadership. In addition to providing an innovative theoretical and analytical approach for examining stereotype content in general, our findings have important implications for understanding (gendered) lay beliefs about the nature of leadership and leaders.



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Data Blitz Session 1

4.30 - 5.00 PM ET

Developmental Psychology

Moderator: Shari Liu

Zoom Link: <https://harvard.zoom.us/j/91340693796> (password: tips2021)

Who Can Tell Numbers Apart? Adults' and Children's Intuitive Judgments of Others' Numerical Decisions as a Function of Agent Identity

Rahma Mbarki

Humans are excellent at reading other people's minds (Kovács et al., 2010). How good are we at reading different types of agents' minds? A variety of species demonstrate the ability to perceive numerical quantities (Dehaene, 2011). But little is known about how people intuitively reason about quantity discrimination for other agents. Do we ascribe the same kind of numerical representations to others as our own? And does our judgment differ based on the agent's identity? We asked whether the phylogenetic and ontogenetic history of an agent influences people's judgment for the agent's numerical decisions. In a series of four experiments, we showed participants two quantities (e.g., 10 vs. 20 blueberries) presented rapidly on the screen, and asked them to judge which of these two quantities another agent will choose, and to then place a bet on their decisions. Participants never received any feedback. Overall, our results suggest that adult participants judged more distant agents to be less numerically competent, more likely to make "random" numerical choices. These findings are consistent with recent work suggesting an intuitive empiricist bias when reasoning about cognitive abilities (e.g., Wang & Feigenson, 2019), and raise the need to systematically address how we reason about other minds as a function of their social and biological identity. Preliminary results reveal similar biases in young children.

Representation of an abstract "+1" operation in 15-month-olds

Chen Cheng

Infants can update quantities of objects to perform basic arithmetic operations (e.g., "1+1=2") (Wynn, 1992). The current study asks whether infants can learn an abstract "+1" operation and use that operation to track quantity changes in the absence of visual input. In two Baseline trials, infants (n=22) saw one or two objects on stage after an occluder was lifted. Infants were then familiarized with a "+1" action: the experimenter first put an occluder on an empty stage, then slid an inverted cup behind the occluder. The cup and occluder were then removed to reveal one object on stage. Across four Familiarization trials, infants saw the cup add different objects to highlight the added quantity ("1"). In Test trials (n=4), a new object was placed on the stage and then occluded. The cup was moved to the back of the occluder and then removed. After the occluder was lifted, infants either saw an unexpected but familiar outcome of one object, or an expected but unfamiliar outcome of two objects. We measured infants' looking time and observed an interaction effect in the log-transformed mean looking time between Baseline and Test. While infants looked longer at two objects in Baseline, their looking time was longer when they saw one object in Test, suggesting infants learned the '+1' event and updated the quantity of objects accordingly.



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Qualitative Variability in Overheard and Child-Directed Speech in a Naturalistic Setting: A Case Study

Grace Horton

Developmental psychologists have long researched the word-learning benefits of child-directed speech (CDS), but less is known about the potential benefit of conversations children overhear. Past work suggests overheard speech (OHS) has little utility for language-learning, which is surprising given that CDS is rare in many cultures. Our study compares the quality and variability of naturally-occurring CDS and OHS to better understand what characterizes early language environments. Method. We used longitudinal videos in a child's (0;11-3;2) home to code all CDS/OHS utterances along multiple learning-relevant dimensions (e.g., here-and-now content, cues like gaze/gesture). Results. Our analyses revealed that (1) OHS and CDS were both highly variable and often overlapped along the qualitative dimensions we coded. Nonetheless, (2) CDS was significantly more referentially transparent and more predictive of child attention. Of the dimensions we coded, (3) only caregivers' 'sing-song' prosody reliably distinguished OHS and CDS, hinting at a functional role for prosodic modification as a learned cue to speech intended for the child. Our results suggest that OHS often offers high quality input for word-learning; however, as CDS is on-average more likely to support learning, a child who also has access to CDS may learn to preferentially attend to it. Ongoing work extends this system to global developmental contexts to illuminate how children adapt to different language environments.

Cultural Priming Facilitates Bilingual Infant Language-Learning

Vanessa Mak

Research has shown that bilingual infants prefer their two native languages and that they can discriminate between them (Byers-Heinlein et al., 2010). It has been hypothesized that bilingual infants are able to separate their languages while acquiring both simultaneously because of cultural cues in their environment that often co-occur with either language that differentially activate one of their two languages (Kandhadai et al., 2014). The present study will test this hypothesis by examining three facets of culture: Language, facial ethnicity, and music. We will prime 64 10-month-old English monolinguals and 64 10-month-old Chinese-English bilinguals with either a Chinese or English children's folk song, performed by a singer of the corresponding ethnicity and in the corresponding language. We will then test the infants on the discrimination of either an English-specific speech contrast or a Chinese-specific speech contrast using a preferential looking paradigm. We predict that the discrimination of the speech contrasts will be modulated by priming condition for the bilingual-learning infants but not for the monolinguals. As such, Chinese-English bilingual infants will better discriminate between the Chinese speech sounds when primed with the Chinese song, and the English speech sounds when primed with the English song. Additionally, we predict that the English monolinguals will only be able to discriminate between the English speech sounds regardless of priming.



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Data Blitz Session 1

4.30 - 5.00 PM ET

Prejudice and Inequality

Moderator: Alex Sanchez

Zoom Link: <https://harvard.zoom.us/j/95383503987> (password: tips2021)

Contextual perceptions influencing political intergroup contact intentions and their evolution through time.

Agatha Bataille

Positive intergroup contact is a reliable way to reduce prejudice and increase societal equality. Yet even when conditions are favourable, cross-group interactions are often avoided. Different studies illustrate effects of social norms, meta- and outgroup perception on avoidance. For example, negative meta-perceptions (i.e. “the outgroup views me negatively”) leads to more avoidance. But the literature on the subject is new, and few studies explore the links between those variables. We thus proposed a model whereby perceptions of social context impacts intergroup contact seeking. We posit that one's perception of ingroup-outgroup relations and context (i.e. perceptions of normative context, the outgroup and meta-perceptions) will impact their desire to interact with or avoid outgroup members. In an online study, 819 American participants (62% Democrat) were recruited before and after the Presidential election. We provide evidence that one's perception of the normative context (i.e. openness to contact) influence their perception of the outgroup and their meta-perception, which in turn impact contact seeking behaviours. We examined if those effects differed by function of the societal context (e.g. Pre vs post election). Altogether, our work fills gaps in the literature and provides evidence for the role of social context perceptions on intergroup contact seeking behaviours.

Inequality across time: individuals are pessimistic towards future wealth inequality

Andrea Scatolon

Prior research showed that people are often unaware of the global rise of economic inequality. In two studies (N=598), we investigated people's awareness of present levels of inequality and their estimates of past and future inequality. Study 1 was run in 2016 and referred to 10 years before/after 2016. Study 2 was run in 2021 and assessed matching time stamps (i.e., 5 years before/after 2021). In Study 1, we found a strong underestimation of present inequality, replicating prior research. Furthermore, perceived future inequality was found to be significantly higher than estimation of present inequality, which in turn was significantly higher than perceived past inequality. Study 2 replicated these results, with the exception of past estimates of inequality, as they were not different from present estimates. When comparing expectations for 2026 across both studies (10 vs 5 years in the future, respectively), no differences emerged. Similarly, comparing estimates for the present in 2016 with estimates 5 years in the past in 2021 showed no differences - indicating that participants across the two studies estimated on average similar scores for set time stamps. Together, this research contributes to the evidence showing that individuals



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underestimate inequality and shows that individuals tend to be pessimistic towards the future. It also suggests however, that estimations of inequality may not be driven by optimism/pessimism biases, but rather rational projections across time.

The Face of Racism: Mental Representations of Racism Broadly Reflect Negative Traits

Alyssa Newlon

The Confronting Prejudiced Responses model suggests that recognizing prejudice has occurred is the first step in confronting it. The source of prejudicial behavior is a key factor in its recognition. Additional research shows that people are more inclined to act with prejudice when threatened. A wide body of literature has shown that people mentally represent the faces of those believed (versus not) to engage in negative behaviors as having more negative traits and thus more threatening. These literatures raise the possibility that how people represent faces of racially prejudiced people may constrain prejudice recognition. Here, we characterized White individuals' mental representations of faces that are more (or less) racist against Black people. People evaluated more negative traits to reflect higher racism and did not think racism was visible in faces. Mental representations of more relative to less racist faces were, however, more extremely negative (e.g., racist). Representations of less relative to more racist faces were more extremely positive (e.g., warm). Together, these findings suggest that people have broadly negative representations of what they believe racism "looks" like, a finding that has important implications for interpersonal relations and prejudice confrontation.

Distinct Stereotypes about Immigrants Elicit Distinct Economic Discrimination Even under Incentives

Naomi Vaida

Stereotypes negatively skew distributions of resources. Yet, few psychological studies go beyond valence to test behavior. We show that across 18,000 decisions in America and India, prejudiced behavior towards immigrants varies based on stereotypes of warmth and competence. Six experiments operationalized warmth as the canonical economic Trust Game and competence as a novel puzzle-solving game. Although people have negative views of generic immigrants, different immigrants have different stereotypes associated with them. Some are scorned (e.g., Africans) while others are envied (e.g., Jews). Our research shows that people share less money with immigrants they believe society perceives as warm and invest less money in immigrants that society perceives as incompetent. This data corresponds with previous research in over 45 countries, where immigrants are racialized along a White/non-White axis (e.g., low-low immigrants are mostly African and Latino, not EU, Asian or Jewish).



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Data Blitz Session 2

5.00 - 5.30 PM ET

Memory

Moderator: Sarah Kalinowski

Zoom Link: <https://harvard.zoom.us/j/95874705882>* (password: tips2021) *Updated on 11/8

Emotional Closure in Autobiographical Memories: Phenomenology and Involuntary Remembering

Irem Ergen

Open autobiographical memories are personal past events that people do not have closure. A few studies investigated differences between open and closed memories, but this area mainly remained undiscovered. First time in the literature, the current study investigates the potentiality of open memories to be closed in the future. We compared closed, potential open, and low-potential open events regarding phenomenological features and involuntary recall experience. Participants recalled these types of events in random order and filled out phenomenology questionnaires. We expected low-potential open events to be highest in negative valence, intensity, regret, and involuntary recall frequency and negative affect upon involuntary recall, followed by potential open and closed events. We found that emotional intensity and negative affect during recall are higher for open events than closed ones. In addition, low-potential events evoked more regret than closed and potential open events. While open events were more frequently involuntarily recalled than closed ones, low-potential open events were rated as evoking more negative affect upon involuntary recall than potential open events, followed by closed ones. Moreover, open memories were rated as leading to more negative mood impact upon involuntary recall than closed ones. We will discuss our findings in relation to autobiographical memory and involuntary remembering research, along with possible implications for intrusive recalling.

Temporal Structure of Episodic and Semantic Details within Autobiographical Memory Recall: A Pilot Study

Anshita Singh

Researchers across disciplines have asked whether there is a common cognitive structure in narratives. There is ample evidence suggesting arcs of emotional details in narrations. Yet, because most narrative research has focused on literature, relatively less work has examined narrative structure in the context of memory retrieval. Understanding narrative structure in recalled memories will provide insights about the temporal dynamics of memory retrieval: when memories are retrieved, do individuals immediately have access to rich, episodic details, or do those only come later, with elaboration? We addressed these questions in the present study, in which we examined how episodic and semantic details are temporally structured during recall of autobiographical memories. We analyzed pilot data collected in person (N=6, ages 65-80) to inform the analyses for a larger dataset (N=75) currently being collected via Zoom. Analyses of the pilot data indicate that participants' recall of all details decreased throughout memory retrieval from beginning to end. However, this decrease was mainly related to decrease in episodic recall, whereas non-episodic "external" details (including semantic details) were relatively constant across



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memory retrieval. Repeated and metacognitive details increased towards the end of retrieval. Overall, these findings suggest that memory retrieval starts with episodically rich and specific information, with additional details and commentary added later.

Sex differences and Modifiable Dementia Risk Factors Synergistically Influence Memory over the Adult Lifespan

Annalise LaPlume

Modifiable lifestyle behaviours (e.g., educational attainment, smoking) can reduce dementia risk by 40%, but their effects over life are less well understood. Moreover, they may interact with sex differences, which is important to study as two-thirds of people with Alzheimer's disease are women. Methods: Associations between eight modifiable risk factors for dementia (low education, hypertension, hearing loss, traumatic brain injury, alcohol or substance abuse, diabetes, smoking, and depression), sex, and cognition were examined in an online sample (N = 22,117, aged 18-89). Findings: As age increased, modifiable risk factors became more prevalent, and showed a larger dose-response effect on cognition (whereby each additional risk factor was associated with a drop in cognitive performance that was equivalent to three years of aging). Modifiable risk factors were more prevalent in men than women. Men had worse associative memory than women across ages (the equivalent of four years of aging), and larger age-related decline in associative memory among those with no to one risk factors. However, multiple risk factors eliminated the female memory advantage. Interpretation: Modifiable dementia risk factors may be more important than age in predicting cognitive performance. Notably, accounting for modifiable risk factors may explain the contradiction why women have less age-related memory decline than men, and yet have a higher risk of Alzheimer's disease.

Two case studies of very long-term retention

Ashleigh Maxcey

Here we present two case studies of extremely long-term retention. In the first, Richard C. Atkinson (RCA) had learned word sequences during experiments for his dissertation. 67 years later, RCA relearned the same words either in the original order or in a scrambled order. RCA reported no conscious awareness that the words were those used in the dissertation but his relearning was considerably better for the words in the original order. In the second case study, Denis Cousineau had searched displays of objects for the presence of a target. The targets and foils had been novel at the beginning of training, and his search rate improved markedly over about 70 sessions. After 22 years, retraining showed retention of much of this gain in rate of search, and the rate was markedly faster than search for new objects with the same structure as the trained set. We consider interpretations of these case studies for our understanding of long-term retention.



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Data Blitz Session 2

5.00 - 5.30 PM ET

Social cognition

Moderator: Camille Phaneuf

Zoom Link: <https://harvard.zoom.us/j/92726418638> (password: tips2021)

Two is company, three is a crowd: Perceptual unity of dyads and small groups

Victoria Fratino

Humans perceive two facing individuals as a perceptual unit. Facing (vs. non-facing) dyads are located more efficiently in a visual search task, with impaired recognition of individuals placed within facing (vs. non-facing) dyads. However, since dyads (i.e., groups of two) and larger groups like triads (i.e., groups of three) present with different cognitive and social characteristics, it remains unknown if perceptual grouping properties extend from dyads to larger social groups. We plan to run 4 experiments to examine this question. Groups of three, or triads, will serve as stimuli. Experiment 1 will investigate if all-facing triads are located more efficiently than all non-facing triads. Experiments 2-4 will examine the specificity of this effect. They will test if locating an individual is impaired more when they are located within a facing dyad within a triad (Experiment 2), outside of the facing dyad within a triad (Experiment 3), or in an all-non-facing triad (Experiment 4). Together the results of these experiments will show if the human perceptual system parses social groups into perceptual units.

Looking while speaking and looking while listening in dyadic interactions

Florence Mayrand

Humans show different types of interactive gaze behaviors during social interactions. Here we investigated how the prevalence of gaze interactive behaviors is influenced by speaking time. Data were extracted from 9 dyads (N=18) who wore dual eye tracking eyeglasses while engaging in real-life interactions. Looks to predetermined dynamic regions of interest (dROI; Eyes, Mouth) indexing three possible combinations of gaze interactive behaviors were analyzed (Eyes-Eyes [EE]; Eyes-Mouth [EM]; Mouth-Mouth [MM]). Overall, dyads spent the most time in EM gaze combination. This relationship was qualified by speaking time. When participants were speaking, their conversation partners spent more time looking at their mouth compared to their eyes. When participants were listening, their conversation partners spent more time looking at their eyes compared to their mouth. At a dyad level, as the ratio between listening and speaking increased, more fixations landed towards the eye region. Hence, verbal and nonverbal communication are coupled during real life interactions, with attention selecting the most relevant input at a given time.

Flexibility in gender/sex and race face perception

Stats Atwood



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While faces can vary continuously, our labeling and perception of them is often categorical, relying on discrete social category labels (e.g. male or female for gender/sex and Black or White for race). Across five pre-registered studies (total N = 900), we investigate gender/sex and race face perception, with a focus on how intermediate faces are perceived. In Studies 1a and 1b we find that when sorting stimuli along a continuum, participants sort prototypical gender/sex faces in a bimodal fashion, but show less consensus and accuracy at sorting faces of intermediate gender/sex. We replicate and extend these findings to race in Study 2. In Studies 3 and 4, we ask whether we can shift the bimodal pattern to a trimodal one, with the introduction of a third category. Our results demonstrate the quick adoption of this third category in the domains of gender/sex and race and show it increases accuracy for more intermediary stimuli, over and above a mere marking at the midpoint. These data suggest that despite our social categories being deeply entrenched, new perceptual categories introduced with minimal training can be adopted quickly and successfully in a perceptual task.

Detecting Cultural Influences on Social Cognition: The South African-Adapted NEmo Test Battery Nwabisa Mlandu

The psychological construct of social cognition comprises several distinct forms of mental processing that are essential for healthy interpersonal relations. Two separate and hierarchically inferior constructs, emotion recognition and theory of mind (ToM), are central to social cognition and have been the subject of intense neuroscientific study. Although these constructs are universal, numerous studies have shown that cultural-linguistic influences might affect expression of social cognitive abilities in these domains. Given the importance of intact emotion recognition and ToM for adaptive functioning, it is imperative for local research to describe possible cultural and linguistic influences on their expression and to ensure that tools used to assess them are contextually appropriate. In this study, I evaluated a South African-adapted version of the NEmo battery, a newly developed battery by the Swiss Epilepsy Centre. The tasks on the NEmo test battery were translated from their original German into English, and South African faces and voices replaced the original Swiss faces and voices as stimuli for the emotion recognition tasks. English-speakers and Afrikaans-speakers performed significantly better on tasks assessing ToM than Xhosa-speakers. This suggests that culture influences the expression of this construct. Future research needs to ensure these tasks are adapted to Xhosa to ensure that social cognition is reliably measured in this language group.



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Self-injury

Moderator: Taylor McGuire

Zoom Link: <https://harvard.zoom.us/j/97517962870> (password: tips2021)

Early trauma exposure as a moderator in the link between cognitive flexibility and suicide risk in pre-adolescent children

Shou En Chen

Self-injurious thoughts and behaviors (SITB: suicide ideation-SI, suicide attempt-SA, and nonsuicidal self-injury-NSSI) are rising concerns among children. Accumulating studies have established a robust association between trauma history (TH) and elevated risk of SITB. Trauma impacts the development of the neurobiological system, compromising one's executive function, increasing risk of SITB. Cognitive flexibility (CF), defined as the ability to adapt one's cognitive process and decision-making behavior in accordance with external stimuli, is predictive of risks of SITB. TH in childhood has a detrimental effect on the development of CF. Using the dataset from the 3.0 baseline dataset Adolescent Brain Cognitive Development Study children ages 9-10 years old, completed baseline assessment measures. Children were included if they reported current NSSI ($n = 342$), current SI, and/or a lifetime SA ($n = 193$). CF, TH, and SITB were measured by NIH Toolbox and KSADS. Binomial logistic regression and moderation analysis revealed that TH moderates the relationship between CF and factors associated with suicide risk. CF moderately protects the development of SI and SA among those with TH. CF predicted the likelihood of engaging in NSSI. Furthermore, trauma was associated with the likelihood of having active SI or SA but not with the engagement of NSSI. Future research should utilize EMA and longitudinal design to delineate the specific interplays of risk factors leading to risk outcomes.

Exploring Emotion Regulation and Smoking to Cope with Negative Affect

Sarah Bibler

Tobacco or Nicotine addiction remains a health crisis for many Americans. The act of smoking may be a learned coping mechanism against stressful negative emotions. In general, emotion regulation has been shown to be more difficult for individuals that smoke than those that do not smoke, which may be linked to reduced ability to regulate emotions. In the proposed study we will explore the relationship between smoking to cope with negative emotion and functional connectivity among individuals that smoke. Specifically, functional connectivity between the amygdala and dorsolateral prefrontal cortex (DLPFC) related to emotion regulation. In the current study participants completed a resting state functional magnetic resonance imaging (fMRI) session. Self-report measures of individuals' feelings about their desires to smoke were collected immediately following smoking a cigarette and approximately two hours after completing the fMRI procedures. The proposed analysis will examine correlations between functional connectivity (amygdala and DLPFC) and changes in desire to smoke in the present moment to cope with negative emotions. Learning more about the relationship between smoking to cope with



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negative emotions and the underlying neural mechanisms related to emotion regulation can inform treatment via emotion-focused coping.

Investigation of the Mediator Role of Self-Compassion, Self-Disgust and Social Support in the Relationship Between Perfectionistic Self Presentation and Suicide Ideation

Elifnur Ozden

Perfectionistic self-presentation (PSP) refers to an effort to exhibit a perfect self by hiding one's flaws and trying to reveal its positive aspects. In this study we aimed to investigate the mediating role of self-compassion, self-disgust and perceived social support (PSS) on the relationship between PSP and suicide ideation. The sample of this study consisted of 519 Turkish university students between the ages of 18 and 58. Demographic Information Form, Perfectionistic Self Presentation Scale, Suicide Ideation Scale, Self-Compassion Scale, Self-Disgust Revised Form and The Multidimensional Scale of Perceived Social Support were applied to the participants. The Structural Equation Model Analysis was carried out in order to test the mediation model which was created based on the hypotheses of the study. The model testing revealed that the mediating role of self-compassion, self-disgust and PSS on the relationship between PSP and suicide ideation was significant. Furthermore, PSP significantly predicts suicide ideation through self-compassion and self-disgust. In addition, self-compassion and self-disgust significantly predict suicide ideation through PSS. Moreover, PSP significantly predicts suicide ideation both through self-compassion and PSS and self-disgust and PSS. These findings have been interpreted as PSP reduces PSS by reducing self-compassion and enhancing self-disgust, and reduction in PSS leads to suicide ideation.

Examining the Interplay Between Self-Criticism & Self-Compassion in NSSI in Singapore: A Moderated Mediation Model

Sukriti Drabu

Self-criticism is reported to be a key underlying vulnerability in the development of Non-Suicidal Self-Injury (NSSI). Self-compassion is reported to effectively combat self-criticism. However, research examining the interplay between these two factors in relation to NSSI development is scarce. The available evidence supporting the role of self-criticism in NSSI is also demographically homogenous, limiting its generalisability to non-Caucasian and non-western samples. The current study 1) examined the relationship between known NSSI risk factors - invalidating childhood experiences, depression, and self-criticism, 2) investigated the mediating role of self-criticism in the relationship between childhood invalidation and NSSI, and 3) assessed a moderated mediation model to account for the interplay between childhood invalidation, self-criticism and self-compassion in NSSI in an Singaporean college sample. One hundred and seventy-five university students completed an online survey. Hierarchical multiple regression analyses showed that depression, childhood invalidation and self-criticism significantly explained the variation in NSSI thoughts and behaviors. The results supported the mediation effect of self-criticism as well as the moderation effect of self-compassion in the overall moderated mediation model for childhood



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invalidation and NSSI. This study is the first to support a NSSI moderated mediation model with self-criticism and self-compassion predominantly Asian sample.



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Data Blitz Session 2

5.00 - 5.30 PM ET

Stereotypes and Group Membership

Moderator: Emma Laurent

Zoom Link: <https://harvard.zoom.us/j/96691194595> (password: tips2021)

Social Networks are Shaped by Culturally Contingent Assessments of Social Competence

Sareena Chadha

Cultural outsiders, such as recent immigrants and international students, sometimes struggle to form relationships in their new social environments. We hypothesized that cultural outsiders evaluate their social competence according to their home culture's standards rather than local standards. Such cultural mismatches in what it means to be socially competent--and therefore to be a desirable social partner--might prevent cultural outsiders from forming social ties in a new community. In the present study, first-year international and American students in an American Masters of Business Administration (MBA) program completed the self- and peer-report versions of the Emotional and Social Competencies Inventory (ESCI) (N=1306). Peers judged international students as less competent than American students, resulting in a larger discrepancy between self- and peer-reports for international students. Social network analysis revealed that international students were less well-connected than American students, especially if their peers judged them as socially and emotionally incompetent. Further, the cultural distance of an international student's home nation from the U.S. predicted how well-connected they were in the social network, an effect that was partially mediated by peer-reported social and emotional competence. This suggests that cultural outsiders' difficulty in becoming socially embedded is partly explained by varying cultural standards for emotional and social competence.

The effects of gender and nationality stereotypes on the processing of written information and linguistic inferential processes.

Magali Mari

The present study's objectives were to determine how reading is affected by counter-stereotypical (henceforth CS) contents and linguistic cues. When reading a text, one constructs a representation of the described situation, while also processing specific linguistic cues inherent to the text. Four experiments investigated the joint effects of definite articles and CS information on reading. Two types of stereotypes were examined: gender stereotypes linked to professional occupations (EXP 1 & 2) and nationality-related stereotypes (EXP 3 & 4). Linguistic cues were manipulated in all 4 experiments, using definite articles and indefinite articles. A total of 236 adults were recorded while reading sentences, combining self-paced reading tasks and eye-tracking tasks. The results show that reading was significantly affected by nationality CS information but not by gender CS contents. Definite articles did not affect readers' processing of information. Altogether these results show that (a) nationality CS contents affect more the processing of written information than gender CS information, and (b) that processing social information prevails over the treatment of linguistic cues.



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Cultural Markers: The Role of Gesture in Identifying In- and Out-Group Members

Cristina-Ioana Galusca

People spontaneously categorise those around them into in-group and out-group members. These groupings shape our social life, and often lead to implicit and explicit exclusionary behaviours towards out-group members. An essential step in reducing these negative behaviours is understanding the basis of group membership judgements. For instance, speech instantly discloses others' cultural origins. However, when someone speaks, they also gesture. Despite its ubiquity in human communication and its variation across cultures, the role of gesture in social categorisation remains largely unknown. Here we evaluated if adults can accurately judge group membership based on gestures. In Experiment 1 American adults ($N = 66$) watched videos of individuals speaking and gesturing, then judged if the individuals were American (i.e. in-groups) or Not American (i.e. out-groups). Videos were muted and speakers' faces were blurred to prevent lip-reading or speaker recognition. Experiment 2 ($N = 62$) replicated Experiment 1 using videos of American English and Spanish speakers. In Experiment 1, participants' sensitivity (A') to group membership was significantly above chance ($t(65) = 8.0876, p < .0001$). Experiment 2 replicated these findings ($t(61) = 6.5612, p < .0001$). Overall, our experiments show that gestures function as a social group marker. Even when deprived of the rich, multimodal cues found in real-life, gesture-based social categorization is surprisingly accurate.

Transphobia and Related Stereotypes & Metastereotypes

Aisha Khan

According to The National Center for Transgender Equality (2021), more research needs to be done on specific issues that transgender people face. Many traditional measures of transphobia only focus on certain aspects of transphobia, such as stereotypes about inauthenticity and abnormality. This study aims to explore other aspects of transphobia, as well as provide data on metastereotypes held by transgender and nonbinary individuals. This study sampled from Reddit and recruited from transgender-specific subreddits as well as more general subreddits ($n = 479$). Participants were asked to provide 10 positive and 10 negative stereotypes for 5 gender groups using a blank box format. These 5 gender groups were men, women, transgender men, transgender women, and nonbinary individuals. Results found that over 20 different categories of stereotypes were provided, including some novel categories such as benefit-finding and social inconvenience. The metastereotypes provided matched the typical trend as they were somewhat more extreme than the provided stereotypes. However, there were some interesting differences between stereotypes and metastereotypes for different gender groups. Results indicate that modern transphobia contains many different kinds of stereotypes, and that newer measures of transphobia should be developed to further explore these findings.



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