In the fall newsletter I described a new initiative, called “Many More Voices,” designed to increase the membership base, the diversity of behavioral neuroscientists and comparative psychologists in Division 6, and our visibility, both within and outside APA. Here I report on our progress – both the highly satisfying successes as well as the frustrating obstacles to success – and what we currently are doing to meet these goals.

1. News on the Mentoring Fellowship Award clearly falls on the success side of the ledger. Last fall, several of us from Division 6 (Nancy Dess, Program Chair, Chana Akins, Secretary-Treasure, and I), plus Division 28 President Suzette Evans and Division 45 President Frederick Leong submitted a grant application to CODAPAR (Committee on Division/APA Relations), requesting additional funds to support our Mentoring Fellowship Award, which will provide up to $1000 in travel expenses for several junior scientists to attend this year’s annual convention in San Francisco. As I wrote last fall, awardees will participate in multiple activities designed to enable these junior investigators to develop meaningful contacts with senior scientists and program directors in their respective fields; to help awardees’ navigate a variety of professional settings that they will encounter early in their research career; and, to identify with APA and Division 6 as a professional home. I’m delighted to report not only that our application was successful – indeed, we received the maximum... (Continued on Page 2)
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The Behavioral Neuroscientist and Comparative Psychologist is the official newsletter of APA Division 6 — Behavioral Neuroscience and Comparative Psychology — and is published 3 times a year. Mailing addresses used are those appearing on the official APA roster and a separate Division roster. Corrections and changes of address should be sent directly to the APA Directory Office, 1400 North Uhle St., Arlington, VA 22201, and to the newsletter editor (see below).

As the official newsletter of Division 6, BNCP publishes official business, committee reports, news items, job announcements, information on technical issues, topics of current interest, and information about the professional activities of Division 6 members. News items and articles should be submitted to the Editor at the address below (preferably by email). Paid advertisements are not officially endorsed by Division 6. The Editor welcomes comments and suggestions for ways in which BNCP can better serve the needs of the members. The preferred method of submission is by email. Send correspondence and submissions to Eric P. Wiertelak via e-mail at wiertelak@macalester.edu. Postal mail should be sent to Eric P. Wiertelak, Department of Psychology, Macalester College, Saint Paul, MN 55105. Other contact information: Phone: (651) 696-6111; FAX: (651) 696-6348.

(Message, Continued from Page 1) awarded by CODAPAR — but also that we have received a good number of applications from highly qualified individuals. Finally, thanks to Nancy Dess’s hard work as Program Chair, the mentoring program itself promises to be even better than we had envisioned. When we wrote the grant, we envisioned that a critical part of that program would involve a session in which we could address some of the problems faced by junior scientists from underrepresented minority groups and to educate ourselves about the implicit discrimination that prevents minority group members from being fully welcomed at the table. I’m delighted to announce that Division 6 will host two sessions, each entitled “A Conversation about Diversifying Science.” One such conversation will be led by Mahzarin Banaji, Ph.D. (Harvard), whose research in the field of social neuroscience explores the neural substrates of social cognition, in particular people’s stereotypes and attitudes about social groups. (See her website at: http://www.people.fas.harvard.edu/%7Ebanaji/) Another, separate conversation on diversifying science will be led by John Dovidio, Ph.D. (Yale University), a pioneer in the experimental study of aversive racism, a very subtle form of racism that often is unintentional and unconscious, and thus all the more destructive because it hides beneath a mantle of egalitarianism. (See his website at http://www.yale.edu/psychology/FacInfo/Dovidio.html.)

2. Membership drive. This part of the initiative has met with mixed success. One the one hand, and thanks to our Membership Chair Aaron Blaisdell who’s launched his own campaign to draw a new generation of scientists to our Division, we’ve added several more members, graduate student affiliates and undergraduate student affiliates. On the other hand, our “Sponsorship Program” has not kindled as much interest as I expected it would, not by a long shot. Last fall I asked that each member consider joining me and several other executive committee members in “sponsoring” a new student affiliate member or a new regular member of APA and of Division 6 by paying for the first year of his or her dues ($50 for graduate student affiliates, $27 for undergraduate student affiliates, and $52 for
(Message, Continued from Page 2) full members; Division 6 membership is an additional $11). Beneficiaries (like me) tend to remain with APA and the Division, so sponsorship tends to be a very effective means of getting new members. And so I feel the need to beg yet again for more sponsors. (And if this begging strategy continues to be ineffective I’m considering a call to NPR’s Ira Glass for some other creative tactics.)

Does the number of members matter? You bet it does. If we expect APA to protect our interests (and be sure to read Council Rep Bruce Overmier’s report to see the important step APA took on the issue of intelligent design), we must remain a critical mass of dues-paying members, insuring that we attract new generations of junior scientists as older members retire.

But the membership drive in turn prompted yet another, and quite unexpected, project. Here’s the story: After the publication of our fall newsletter, in which I described the membership drive and the critical role that APA plays in protecting our discipline, I received an email from a very prominent neuroscientist who was not a member of APA. He wrote to say that he agreed with my arguments concerning the importance of APA but found the membership policy disconcerting: When an individual whose Ph.D. is not in psychology applies for membership in APA, he or she receives, not a membership card but, instead, several “endorsement” forms, which the applicant is instructed to give to three APA members to fill out, supporting the applicant’s candidacy. Moreover, endorsement is neither a trivial amount of work, nor a formality. Now, we would all agree that every organization has the right to define its membership base – and we can appreciate the need of our practicing colleagues to protect themselves, as well as APA, from inadvertent recognition of nonpsychologist practitioners. However, behavioral neuroscience has been an interdisciplinary field from the start, and many of our colleagues have degrees in genetics or immunology or molecular biology instead of psychology. Frankly, we don’t need frustrating (not to mention, embarrassing) obstacles to recruiting new members. When Council Rep Bruce Overmier and Fellows Chair MaryLou Cheal (who’s just been elected to APA’s Membership Committee, what propitious irony!) learned of this story, they fired off a series of letters – to CEO Norman Anderson and President Sharon Brehm among them – to see how APA could help. They have received very encouraging replies and, as I write, the wheels of potential change are starting to turn. Watch this space for updates….

3. Early Career Psychologist Network (ECPN) Representative Appointed. Kimberly Christian, Ph.D. (University of Southern California) recently agreed to serve as our ECPN Representative to APA, a forum in which representatives from each division meet to share strategies to increase recruitment, retention and involvement of early career psychologists, to foster collaborations between APA divisions, and to disseminate information about opportunities and resources for early career psychologists. Last fall the membership voted (via the newsletter ballot) to make our ECPN representative a full, voting member of the Division 6 Executive Committee, as APA recommends, so Kimberly will be serving on the Executive Committee as well beginning this August. Kimberly is no stranger to Division 6, however: If you read the fall newsletter, you saw that she was the 2006 Brenda A. Milner Award winner for her paper (with R. F. Thompson), “Long-term storage of an associative memory trace in the cerebellum,” Behavioral Neuroscience, 199, 526-537. Currently, Kimberly is a Postdoctoral Fellow in the NIMH laboratory of Kazu Nakazawa, Ph.D. (Genetics of Cognition and Behavior Unit) where she is using a transgenic model to investigate how the hippocampus modulates the chronic stress response and the cognitive deficits associated with stress-related pathology.

4. Fellows. As you will read elsewhere in this newsletter, Fellows Chair MaryLou Cheal has been elected to APA’s Membership Committee and has left her Division 6 post to assume those other duties. On the success side of the ledger, MaryLou quite ably ushered the fellowship applications of several highly qualified individuals through the fellowship process. It’s a very impressive slate of folks and we owe her our thanks for yet another Division 6 job well done. But two things – which, I hasten to add, are well outside the role of the Fellows Chair – should concern us. One is the relatively small number of nominations submitted to the Fellows Chair this year (and, I suspect, other years as well). Sure, many of us submitted (Continued on Page 4)
a list of names; however, are we really doing all we can to make sure that our division recognizes the achievements of its members? Take my own efforts as an example of not-quite-enough: Last fall I implored folks to nominate prominent neuroscientists and comparative psychologists. I wrote that the nominees didn’t have to be members, at least not yet. That is, if we saw that they were not APA members, they could be invited to join, and could accept a nomination to fellow status after one year of membership. It hit me that I missed the name of the person who emailed me about APA’s cumbersome membership policy. I say this not to demonstrate that I can be self-denigrating, or to be forgiven, but rather that I missed – we probably all miss – some very good opportunities.

A second problem that should concern all of us is the underrepresentation of particular groups of people. A recent report prepared by APA reveals that members of ethnic minorities and other underrepresented groups are disproportionately underrepresented as fellows in their respective divisions; sadly Division 6 is no exception. In short, we face a frustrating and unfortunately very familiar obstacle. Together let’s vow to do a better job in the next round. In fact, if you’re reading this piece and you’re wondering if so-and-so is a fellow, send me his or her name; I’ll add it to a list I’m keeping for next year.

5. Division 6 Spotlighted in the Monitor. Several of us are working with Erika Packard of the APA Monitor staff on an article spotlighting Division 6. The article is expected to appear this June or July.

In sum, the steps we’ve taken have been mostly in the forward direction…just wish we could move a little faster along some of the steeper parts of the path. Questions, comments, ideas? Email me at khollis@mtholyoke.edu.

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**An Update from Your Division 6 Student Representative**

**Rebecca Singer**

I hope the year has been going well for all the Division 6 student affiliates. I wanted to take this opportunity to provide an update on what I have been doing this year.

As always, one of my main goals is to increase student membership in Division 6. I encourage all mentors to sponsor graduate student memberships and encourage participation in the annual APA convention. As always, information on membership can be found at the following website: www.apa.org/divisions/div6/mbrinfo.html.

I have also sent out several emails informing students of upcoming opportunities, such as the Committee on Animal Research & Ethics’ Mentoring Award. This is an excellent opportunity to learn from colleagues in faculty and funding positions as well as to network. The award program is only in its second year, but promises to be as successful in the future as it has been in the past. I encourage all students to learn more about this award and apply in the coming years. If you are not receiving these updates please send me an email at rasing2@uky.edu and I will add you to my list.

I am also looking forward to this year’s poster competition at the APA convention in San Francisco. I will be working with the incoming student representative to encourage even greater participation in this program in the future. I hope to see many of you this year in San Francisco.

In closing, I would like to invite each of you to submit brief descriptions of some of your research that you would like to share with other graduate students in this forum. I would like to highlight one or two students in each newsletter edition. As always, if you have suggestions or comments on how to improve my service as student representative, please let me know. I look forward to hearing from you all!
The 2007 Winter APA Council meeting was held in Washington, D.C., February 16-18 in the midst of a cold spell. But the Council meeting itself was sometimes warm, and President Sharon Brehm kept all on track in a nicely managed meeting.

This meeting of Council traditionally focuses on the final budget for the year – the whole process of preliminary budgeting having begun a year earlier. That may seem cumbersome, but APA is a big complex non-profit organization and one that also runs several businesses. The budget runs some 300 pages – not including addenda for real estate, stock investments, or review of compensation practices and policies. The Council reviewed and passed a final budget in excess of $105,000,000 dollars. This large sum includes, of course, the publishing activities of APA – journals, books, and databases – which account for about 66% of revenues and 46% of expenditures. Interestingly, the dues account for less than 15% of revenues. Each of the substantive area directorates (Public Interest, Science, Education, and Practice) account for between $6,000,000 and $9,000,000 of program expenditures, which include substantial expenditures not only on direct programs but also on public policy advocacy with Congress and agencies in support of government programs that support research, training, and teaching. I think I am getting my dues worth.

The organization is fiscally strong and finances are well managed by CFO Jack McKay. But, the Council does continue to budget with extraordinarily narrow margins – 0.0003 (three one-hundredths of a percent). This is risky should any anticipated income fail to emerge.

The performance of our CEO, Dr. Norman Anderson, was reviewed as well in confidential executive session of Council. The review was extraordinarily positive. And thus efforts are underway to negotiate a second contract term with him.

One action taken by Council of very special interest to Division 6 members is the passing of a resolution again endorsing evolutionary theory as a major unifying theme in contemporary psychological science and opposing teaching of “intelligent design” as a scientific theory.

A second action of critical importance to the academic/science community is a new “psychology public education campaign”. Funded as a start-up this year at $75,000, and growing in future years, it is a campaign to educate the public (and Congress, agencies, foundations, businesses, and media) as to the breadth, depth, and value of psychology as a 21st century scientific discipline that extends from the laboratories to every human concern. Communicating this message is a challenge, but success will make the public care about our discipline and it will attract students to the discipline. Psychologists are scientific problem solvers and thus their work ultimately improves our daily lives.

A variety of other noteworthy actions were taken. A pilot five-day institute for teachers of high school psychology courses is planned. A new journal was endorsed. Seed money was provided for more international involvement of APA as our science spreads around the world – Global Opportunities and Long-term Strategies. A new office has been established for analysis of the workforce in

(Continued on Page 6)
(Report on Council, Continued from Page 5) psychology, training patterns, and employment opportunities. Again, some state legislatures are passing laws that discriminate against some of our members, and Council decided – as it has before in such cases – to not hold meetings in states that place our members at risk.

A number of reports on mental health issues were received and some task forces approved (e.g., on family services for deployed military personnel, sexualization of girls, guidelines for practice with girls and women, evidence-based practice with children and adolescents, abortion and mental health, competency in geropsychology). It was decided to phase out APA accreditation as applied to Canadian educational programs. And, APA will begin revisiting the issue of the Model Act for State Licensure of Psychologists.

A set of 10, small, two-hour workshops were held on a variety of topics, with from 10-30 Council representatives in each. They discussed topics such as “changing role of diversity in science and practice of psychology”, “how we can acknowledge behavioral science as the premier health science”, ”international standards for education”, “mutual reciprocity of science and practice”, “fostering young psychologists’ participation in APA leadership”, and so on. Each was charged to identify the most important single challenge in the domain and propose a single action item that APA Council might consider.

Finally, a task force was established to enhance the attractiveness of the APA convention to the science members of the APA community. So if you have some great ideas, THEY WANT TO HEAR THEM. You can send them to your Council Representative at psyjbo@umn.edu so that they can be forwarded to the task force for consideration. This is an opportunity for you to make APA better for YOU; don’t miss out on it.

Respectfully submitted,

Bruce Overmier

Make a Difference: CARE Makes It Easy!

*Nancy Dess*

Ever wondered how you can help advocate for the health of behavioral neuroscience and comparative psychology? What to do, and who has the time? APA’s Committee on Animal Research & Ethics (CARE) is making stewardship easier by providing ideas and products. Visit the CARE website at http://www.apa.org/science/rcr/care.html and you will find a “Top Eleven” list of advocacy ideas, from really simple to some requiring a bigger commitment, all worthwhile. You also will find ready-to-go materials for use in the Exploring Behavior Outreach Program, including modules on sex, drug abuse, sleep, eating, and spatial navigation featuring work with nonhuman animals. Download, and you and your students are ready to visit a G8-10 classroom with an exciting presentation! And stay tuned -- CARE’s third-in-a-series short videotape on lab animal and human research on touch, attachment and aggression will roll out shortly, joining its two successful predecessors (Perception & Action, Psychopharmacology) in classrooms across the country. A lot of us doing a little will do great things for the field.

BNCP back issues are available online at
Special Report
APA Council of Representatives:
Intelligent Design Is Not Science

Last year, APA’s Committee on Animal Research and Ethics (CARE) drafted a resolution stating that Intelligent Design is not scientific and ought not be taught in science classes as an alternative to evolutionary theory. The resolution, which recognizes evolutionary theory as vital to scientific psychology and includes reaffirmation of earlier resolutions pertinent to the work of Division 6ers, was vetted by APA boards and committees, many of which provided excellent suggestions for improving the document. The resolution was endorsed by the Board of Scientific Affairs and the Board of Directors and, on February 17, was overwhelmingly approved by the Council of Representatives at its spring meeting. Passage of this resolution makes it APA’s official policy on the issue of Intelligent Design and represents continuing strong and broad support of the work members of Division 6 do. APA’s press release and the full text are reprinted here.

American Psychological Association
Public Affairs Office
PRESS RELEASE March 1, 2007

APA ADOPTS POLICY STATEMENT OPPOSING THE TEACHING OF INTELLIGENT DESIGN AS SCIENTIFIC THEORY. WASHINGTON, DC—The Council of Representatives of the American Psychological Association (APA) has adopted a resolution opposing the teaching of intelligent design as scientific theory and stating that teaching intelligent design as science undermines the quality of both science education and science literacy. The APA Council released the following statement after adopting the resolution: “While we are respectful of religion and individuals’ right to their own religious beliefs, we also recognize that science and religion are separate and distinct. For a theory to be taught as science it must be testable, supported by empirical evidence and subject to disconfirmation. Thus, intelligent design lacks a basis in science.” In adopting the resolution, APA reaffirmed its 1982 Resolution on Creationism which stated that “creationism does not conform to the criteria of science.” In adopting the current resolution, APA joins a number of other science and education organizations that have taken similar positions including the American Association for the Advancement of Science, the Federation of American Societies for Experimental Biology and the National Association of Biology Teachers.

Questions and Answers about APA’s position on intelligent design

Q: Why is APA taking a position on intelligent design?

A: APA’s position is on the teaching of intelligent design as scientific theory. The Association believes that teaching any concept as science requires empirical evidence and the ability to test the concept using the scientific method. The teaching of concepts as science in the absence of such criteria undermines all science education and the goals of science literacy. APA’s position is that all students should develop an understanding of what constitutes good science and that the teaching of intelligent design as scientific theory weakens such understanding.

Q: What about the teaching of intelligent design as religious theory?

A: APA is very mindful that religion and science are two very different pursuits. We fully support any individual’s religious choices and beliefs. The APA resolution speaks to the absence of scientific methods or evidence to support the teaching of intelligent design as science. It is not meant to question the legitimacy of intelligent design as a religious philosophy.

The American Psychological Association (APA), in Washington, DC, is the largest scientific and professional organization representing psychology in the United States and is the world’s largest association of psychologists. APA’s membership includes more than 145,000 researchers, educators, clinicians, consultants and students. Through its divisions in 54 subfields of psychology and affiliations with 60 state, territorial and Canadian provincial associations, APA works to advance psychology as a science, as a profession and as a means of promoting health, education and human welfare.
APA COUNCIL OF REPRESENTATIVES
RESOLUTION
REJECTING INTELLIGENT DESIGN AS SCIENTIFIC AND
REAFFIRMING SUPPORT FOR EVOLUTIONARY THEORY
(Adopted by the APA Council of Representatives on February 17, 2007)

The science, practice, and application of psychology depend on science education and the culture of evidence and critical thought to which it contributes. Evolutionary theory is one of the most powerful elements of contemporary science. With due diligence in repudiating misappropriations of evolution to justify social injustices, scholars informed by evolutionary theory can unify scientific knowledge and serve public interests in invaluable ways. Proponents of Intelligent Design (ID) present ID theory as a viable alternative scientific explanation for the origins and diversity of life. However, ID has not withstood the scrutiny of scientific peer review of its empirical, conceptual, or epistemological bases and thus is not properly regarded as a scientific theory.

Whereas: Intelligent Design Theory poses a threat to the quality of science education in the United States, and recognizing the urgency pressed upon it by the endorsement of teaching ID alongside evolutionary theory by some political leaders (Baker & Slevin, 2005; Santorum, 2005)

Whereas: Evolutionary theory is a major unifying force in contemporary science; (Gould, 1994; National Science Teachers Association, 2003; Wilson, 1998)

Whereas: The bases of continuity and variation that follow from evolutionary theory inform, explicitly or implicitly, the work of many psychologists with humans and other animals; (Caporael, 2001; Crawford, 1989; Gray, 1996)

Whereas: ID proponents dismiss contemporary evolutionary theory as scientifically invalid; (Discovery Institute, n.d., Wells, 2000/2001)

Whereas: ID proponents promulgate their theory as science in the absence of empirical evidence or, indeed, a means of testing it that passes scientific muster; (Young & Edis, 2004) and

Whereas: The teaching of ID as science would seriously undermine both the vitality of psychological science and the science literacy so essential to an informed, responsible citizenry (Gray 1996; Lombrozo, Shtulman & Weisberg, 2006; National Science Teacher’s Association, 2003)


Therefore Be It Further Resolved, that the APA reaffirms earlier relevant resolutions (APA, 1982 & 1990) and joins other leading scholarly organizations including American Association for the Advancement of Science (2002), American Astronomical Society (2005), American Society of Agronomy (2005), Federation of American Societies of Experimental Biology (2005), and National Association of Biology Teachers (2005) in opposing the teaching of Intelligent Design as a scientific theory.
References


Peloza v. Capistrano Unified School District, 37 F.3d 517 (9th Cir. 1994).


Webster v. New Lennox School District #122, 917 F.2d 1003 (7th Cir. 1990).


Introducing New Division 6 Fellows...

Rick Bevins
As an undergraduate student I received training in experimental analysis of behavior from Dr. Palya at Jacksonville State University. In 1989, with a B.S. in Psychology, I went to the Neuroscience and Behavior Ph.D. program at the University of Massachusetts-Amherst to work with Dr. Ayres. My research as a graduate student focused on associative learning processes in Pavlovian fear conditioning. In the last year of training I became interested in pharmacology as a tool for understanding learning processes. Following this interest, I took a post-doctoral position in 1993 at the University of Kentucky with Dr. Bardo. There, I received training in behavioral and neuropharmacology. I also discovered that learning processes involving drugs were in and of themselves an important and intellectually challenging research area. With this perspective, I joined the Psychology Department faculty at the University of Nebraska-Lincoln (UNL) in 1996 as an Assistant Professor. I was promoted in 2006 to Professor and currently serve as Vice Chair of the Department and Director of the Biopsychology Program. My current research program reflects a merging of my diverse training. The main empirical effort in the laboratory concerns behavioral and neuropharmacological factors affecting the ability of drug cues to acquire additional excitatory and/or modulatory control over behavior. Other effort focuses on the behavioral impact of novelty, conditioned environment-drug associations, and immunotherapies for nicotine and methamphetamine addiction. This research has been continuously funded by NIH (NIDA, NIMH, NCI), Nebraska Department of Health, and/or UNL since my arrival at the University of Nebraska-Lincoln.

Eric P. Wiertelak received his Ph.D. from the University of Colorado at Boulder and joined the faculty of Macalester College in 1993. He co-developed the college’s interdisciplinary cognitive and neuroscience studies program, which he directs and in which he teaches both the introductory course and advanced behavioral neuroscience. His research investigates the role of environmental influences on endogenous pain modulation systems and the effects of alternative medicines in animal models, and has been supported by the National Science Foundation, the National Institute of Mental Health, the National Institute on Drug Abuse, and currently by the National Center for Complementary and Alternative Medicine. He was the 1998 recipient of the Brenda A. Milner Award, given by Division 6 of the American Psychological Association, and was named the Outstanding Undergraduate Psychology Professor of 2003 by the Minnesota Psychological Association. A member of Project Kaleidoscope’s Faculty for the 21st Century, he is active in a number of national and international professional organizations, is a past-president of Faculty for Undergraduate Neuroscience, and the chair of that society’s Committee on Education. He currently serves on the executive committee of Division 6 in his role as editor of The Behavioral Neuroscientist and Comparative Psychologist.
Evan L. Zucker received his PhD in 1983 from Emory University, with his dissertation research investigating the effects of dominance relationships and familiarity on heart rate reactivity and interindividual distances in captive adult male and female crab-eating macaques (Macaca fascicularis). He taught for two years in the Department of Psychology at Rollins College as a visiting professor before moving to Loyola University New Orleans in 1984, where he holds the rank of Professor in the Department of Psychology. Zucker regularly teaches undergraduate courses in Physiological Psychology and Comparative Psychology, as well as Psychopharmacology, Health Psychology, and Environmental Psychology. His research focus, over the years, has been on the social interactions and life histories of adult nonhuman primates, asking questions that address both proximate and ultimate explanations of behavior. Species studied have included orangutans, gorillas, howling monkeys, numerous species of Old World monkeys (diana, patas, green, rhesus, pigtailed, and crab-eating monkeys, olive baboons, and red-capped mangabeys), and occasionally humans; work on nonhuman species has been done in research laboratories, primate centers, zoos, and the field. Current work is addressing how matrilineal rank is related to reproductive variables in captive rhesus and pigtailed monkeys. Zucker has been active in the American Society of Primatologists, Animal Behavior Society, and both the Southeastern and Southwestern Psychological Associations. He has served on the editorial boards of the American Journal of Primatology and Zoo Biology, as well as being an ad hoc reviewer for numerous other journals. He recently completed four years as Treasurer and Board of Directors member of the American Society of Primatologists. He is also the Faculty Advisor to the Psi Chi chapter at Loyola University New Orleans.

A Special Thanks to MaryLou Cheal, Chair of the Fellows Committee
Karen Hollis

When MaryLou Cheal agreed to serve as Chair of the Fellows Committee, she mentioned that she was being considered for a position on APA’s Membership Committee and, if elected, she would need to have completed her Division 6 fellowship duties by mid-January so she could take on her new responsibilities. She did indeed complete the job. With her customary efficiency and meticulous attention to detail, MaryLou wrapped up the very lengthy and detailed fellowship process by mid-December, submitting the documentation for an impressive slate of fellow candidates to APA. I’m writing now to say goodbye, and thanks: On behalf of the division, thank you, MaryLou, for your hard work as Chair of the Fellows Committee, and your sustained support of Division 6. Warmest wishes for continued success in your new post.
Superb Programming in Store in San Francisco, Aug 17-20

Nancy Dess

Programming for the 2007 APA convention on the Bay is finalized, and the lineup is terrific! Division 6 has a full schedule of excellent symposia, talks, and posters. Symposia topics include causal reasoning, numerical competence, behavioral neuroscience in education, the state of comparative psychology, and neuroeconomics. The excitement doesn’t stop there. Closely allied divisions including Divisions 3 (Experimental), 25 (Behavior Analysis), and 28 (Psychopharmacology) have great programming of their own, some of it co-sponsored by Division 6. The cross-talk will be extraordinary: Co-listers of Division 6 programming include Divisions 5 (Evaluation, Measurement, and Statistics), 7 (Developmental), 15 (Educational), 16 (School), 21 (Applied Experimental & Engineering), 24 (Society for Theoretical and Philosophical Psychology), and 40 (Neuropsychology).

Plenary sessions and Master Lectures will feature Daniel Kahneman, James McGaugh, Martha McClintock, Ronald Dahl, Ed Wasserman, and a host of other speakers and symposia that will put the best of broad thinking and interdisciplinarity on display. Division 6 also will offer unprecedented opportunities for professional development to graduate students, postdocs and mentors, with a special emphasis on diversifying and enhancing our professional community. Watch this space for specific day/time scheduling information after it is finalized by APA -- plan to attend, and bring your students!

Announcements

Do You Teach Undergraduate Neuroscience?

Call for Submissions:
Journal of Undergraduate Neuroscience Education (JUNE)

JUNE is an electronic journal that publishes peer-reviewed reports of innovations in any area of undergraduate neuroscience education related to the mission of advancing undergraduate neuroscience on topics such as novel pedagogy and original laboratory exercises. All articles should be written for an audience of college faculty and include references to relevant literature, supplies, and/or supplemental materials such as animations, websites, etc. Figures and qualitative or quantitative assessment of pedagogical outcomes are also encouraged wherever appropriate. JUNE also invites submissions as letters to the editor and reviews of textbook, curricular, equipment, or media.

JUNE is a publication of Faculty for Undergraduate Neuroscience (FUN) and is free to read and download. Visit JUNE today at [www.funjournal.org/default.asp] or follow the links from the FUN website, [funfaculty.org].

Inquiries regarding submissions should be directed to Gary Dunbar, JUNE Editor-In-Chief at any stage in the writing process.
Gary.dunbar@cmich.edu; 989-774-3282 (phone); 989-774-2553 (fax),
Department of Psychology, Central Michigan University, Mount Pleasant, MI 48859.
Announcements

ASSOCIATION OF AMERICAN PUBLISHERS ANNOUNCES
THE WINNERS OF THE 2006 PSP AWARDS FOR EXCELLENCE

February 6, 2007, Washington, DC, – The Professional and Scholarly Publishing Division (PSP) of the Association of American Publishers (AAP) today announced the winner of the R.R. Hawkins Award for the Outstanding Professional, Reference or Scholarly Work of 2006. This year’s 12-member judging panel selected Evolutionary Dynamics by Martin A. Nowak, published by Harvard University Press, to receive the R.R. Hawkins Award, which is named for the former head of the Science and Technology Division of the New York Public Library.

As described by Michael G. Fisher, editor in chief of Harvard University Press, Evolutionary Dynamics “offers not just the basics, but also conveys the excitement and challenges of cutting-edge research.” The book serves as introductory material while also addressing active areas of research, making it “valuable to readers at every level of sophistication in biology and related disciplines,” according to Fisher.

The Hawkins Award, along with awards in 30 categories for outstanding books, journals and digital products covering a wide range of academic disciplines, will be presented today at a special awards luncheon during the PSP Annual Conference in Washington, DC. The award for Innovation in Journal Publishing is being given to the American Chemical Society for its ACS Chemical Biology.

AAP President and CEO Pat Schroeder extended the Association’s congratulations to all of the PSP Award honorees, noting that “promoting and encouraging the dissemination of scholarship is one of AAP’s primary missions,” and highlighting the special honor of being chosen by one’s peers for these awards. This year’s panel of expert judges was made up of librarians, academics and working publishers.

The Association of American Publishers is the national trade association of the U.S. book publishing industry. AAP’s more than 300 members include most of the major commercial publishers in the United States, as well as smaller and non-profit publishers, university presses and scholarly societies—small and large. AAP members publish hardcover and paperback books in every field, educational materials for the elementary, secondary, postsecondary, and professional markets, scholarly journals, computer software, and electronic products and services. The protection of intellectual property rights in all media, the defense of the freedom to read and the freedom to publish at home and abroad, and the promotion of reading and literacy are among the Association’s highest priorities.

In the category “Psychology & Cognitive Science”
The 2006 award went to:
Oxford University Press
For: The Redemptive Self
By: Dan P. McAdams

Honorable Mention in 2006 went to:
Oxford University Press
For: Comparative Cognition: Experimental Explorations of Animal Intelligence
By: Edward A. Wasserman and Thomas R. Zentall

Congratulations, Ed and Tom!!!