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1 Accomplishments

ACCOMPLISHMENTS

Professors

“TOM PETTIGREW
Research Professor Tom Pettigrew (pettigr@ucsc.edu) has two new publications he can attach to anyone in the department who is interested – one an extensive bibliography on racism (but do not distribute as it has not been published yet by the Oxford University Press), the other a research autobiographical chapter on authoritarianism, relative deprivation and inter-group contact that will soon appear in the 2016 edition of the ANNUAL REVIEW OF PSYCHOLOGY.

“BARBARA ROGOFF
With former grad students Maricela Correa-Chávez and Rebeca Mejía-Arauz, we have recently published an edited volume in the Advances in Child Development and Behavior series. It is titled "Children Learn by Observing and Contributing to Family and Community Endeavors: A Cultural Paradigm."

“GINA LANGHOUT
Congratulations to Gina Langout, who was promoted to a Full Professorship! Congrats, Gina!

“PHIL HAMMACK
I presented talks on my research with Israeli and Palestinian youth in Chile in January and at Connecticut College in March.

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Accomplishments

Professors

BRUCE BRIDGEMAN
"Gave a talk at the annual meeting of the Psychonomic Society in Chicago in November, ""Perception and action for open-loop walking on slopes"" – Bridgeman & Kopalle

Published ""Effect of eye height on estimated slopes of hills"" – Bridgeman & Cooke, Perception, 44, 755–763."

Grad Students

ROSE GROSE
I have accepted a position as Postdoctoral Fellow with the Global Research on Women (GROW!) research group, at the Department of Global Health of the Rollins School of Public Health of Emory University.

ANNE DITTA
Traveled to Davis, CA to present my poster: "Time flies! Is perceived distance of an experience affected by the temporal order of autobiographical recollection?" at the Third Annual Northern California Consciousness Meeting.

PATRAWAT SAMERMIT
I got a paper published titled “Humor, the body, and cognitive linguistics” and presented two talks at the Linguistic Approaches to Funniness, Amusement, and Laughter conference in Poland titled “Do we Habituate to Humorous Stimuli?” and “Inferring Humor from an Extended Sexual Metaphor”
Welcome, Jonelle!

1. Would you please share your background with us (e.g., where you grew up)?

I grew up in California in a small town in San Luis Obispo county called Templeton (population 2000). After high school I left for the Bay Area, where I lived in San Francisco and Oakland for awhile before moving to San Jose, where I completed my undergraduate and MBA at various universities.

2. What attracted you to this position at UCSC?

I've been in higher education for eight plus years, working at UC Berkeley Extension. I lived in San Francisco and other universities around the Bay Area. In those eight years I've always worked with post graduate level students, so when I saw the Graduate Program Coordinator position I felt it would be a great fit because I could continue doing what I love; which is working with students and faculty at a great university!

3. What do you enjoy the most about working in the UCSC psychology department (or what do you look forward to the most)?

I really enjoy working with high-minded people who are researchers in Social Sciences helping our society understand the "why" behind our thinking.

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4. Do you have any hobbies or interests that you would like to share with us?

My hobby for the last couple of months was planning my wedding, which just took place. It’s done now! Getting back to my normal life is something that I am really looking forward to!

5. Is there anything else you’d like to share with the psychology community?

I would like to say that I am very happy to be here on this beautiful campus and to be able to be a part of this thoughtful community. I look forward to working with all of you!

We look forward to working with you!
We’ll miss you, Grace!

Grace has been one of the friendly faces in our office for the last few years, but is now moving on to bigger and better things. We will miss her as she ventures off into the Pacific North West!

1. What is one of your favorite memories from your time here in the psychology department?

Every moment collaborating, talking and being joyful with the department staff is my favorite memory. Working with and getting to know the women that run this department has been such a huge privilege. I was 25 when I started working here and will turn 27 as I leave. These past two years of my life are ones in which I’ve experienced unprecedented levels of independence, boundary pushing and all of the associated growth. Sydney, Christina, Donna, Gail, Heather, Jonelle and especially Allison have grounded and pushed me even closer to being the woman that I hope to be. My gratitude to them is endless.

2. What plans do you have for the future?

My future plans include a peaceful living environment, early mornings after a good night's rest, doing work that requires me to move my body, an anatomy course at a community college, crisp air and...
wholesome, playful people. I plan to manifest the crap out of these things these things in Bend, Oregon!

3. Is there anything else you would like to share with the psychology community?

This department is such a treasure! I don’t know what it feels like to be a faculty member or graduate student in this community and I can certainly see how learning, teaching, researching and working in such an intensive situation may grow tiresome but it seems we have it good up here in Social Sciences 2. I love knowing all of your faces, quirks and nuances. You’ve all provided an extremely strong example of dedication to something that is relevant and important. This example is one of the main things I’ll take with me and implement into my future life.

Thank you.

Thank you, Grace, and enjoy your adventures!
Hello, Dr. Rebecca Covarrubias!

1. Would you please share your background with us (e.g., where you grow up)?

I grew up in a low-income, predominantly Mexican American neighborhood in Phoenix, Arizona. I am one of four kids of two loving and incredibly hard-working parents. The best parts of the neighborhood were the public parks where I played basketball with friends and the public libraries where, every summer, we did reading competitions for free prizes.

The worst parts of the neighborhood were that our families struggled to make ends meet, that drug use was common, and that educational opportunities, while valued in the community, were limited.

In college, I realized that these earlier experiences shaped my interests in psychology. When I was selected to participate in the Ronald E. McNair Achievement Program—a federally funded program designed to give a graduate research experience to low-income, first-generation college, and ethnic minority students—at the University of Arizona, I was paired with a faculty mentor in Social Psychology. Through this summer research experience, I learned that you could use psychological research to address issues of inequality and to develop strategies for creating educational opportunities for neighborhoods and families. Social Psychology became a tool for creating community change, so I decided to pursue a doctoral program in this field.
2. **What area of psychology do you study?**

I am a social and cultural psychologist who emphasizes research on culture, identity (e.g., race, gender, social class), education, and community and school interventions.

3. **Would you briefly describe your current line of research?**

We’re conducting a few lines of research in my lab, the Culture and Achievement Collaborative, that examine how cultural contexts shape student achievement, belonging, and well-being. For example, in one line of research, we examine how perceptions of family support shape the college experience and performance of first-generation college students (i.e., no parents graduated from a four-year institution). In another line of work, we examine how experiences of family achievement guilt—the guilt that students feel from having more educational opportunities and privileges than less-educated family members—relate to performance, well-being, and retention in college. Finally, in another line of work, we are developing an intervention strategy for improving the learning and performance experiences of underrepresented students in an introductory biology course.

4. **How did you become interested in this topic?**

My interests are informed by my own neighborhood and schooling experiences, but also by the stories and experiences of the many students I have met throughout the years in all levels of education. They share stories of challenge, but they also share stories of resiliency, perseverance, and courage. These stories motivate me to continue this work. As such, the majority of the work in the Collaborative is guided by one overarching question: Using a cultural framework, how can we reframe students’ daily environments (e.g., homes, schools, peer contexts) to be more inclusive in order to facilitate learning and belonging? As society continues to become more diverse, it is important to learn more about the student experience as a way to create learning tools and contexts that leverage their strengths but that also address their challenges.
5. What is your favorite course to teach/Do you look forward to teaching?

Teaching is one of the most rewarding things I do! I love meeting new students, figuring out ways to get them involved, learning more about their experiences and perspectives, and creating a classroom that not only challenges students, but that also allows them to think differently about the world and their own lives.

My favorite course to teach is Mind, Society, and Culture which examines how culture influences our daily lived experiences, including how we think, how we feel, the choices we make, and the behaviors in which we engage. The class is interactive and relies on films, media clips, discussions, lectures, storytelling, and other interesting ways of learning. In Spring 2016, I’ll teach a senior seminar on Achievement Disparities; I’m excited for the course and look forward to learning more about students’ experiences and thoughts about this topic.

6. Any advice you would like to give graduate students interested in this type of research or advice regarding jobs, post-docs, etc.?

For those interested in this type of research, I encourage you to keep pursuing this topic! There are many unanswered questions and many voices that remain invisible. I also encourage you to connect with people across the campus (e.g., students, faculty, administrators, advisors, program directors, admissions personnel, etc.) to gain a diverse understanding of the student experience, which can better inform how you approach your questions.

My advice for graduate students, in general, is to build many mentoring and peer relationships across campus. These relationships can help you stay balanced and feel more connected, and it can open new opportunities for learning, for collaboration, for inspiration, and potentially for future work. I know the job market can be a scary thought, but find people who can support you in this endeavor and in your program, so that you can be prepared for whatever path you want to pursue. Finally, view this time as a training opportunity to
Question 6 Continued:
develop as many skills as you can, and try to stay active... it helps
with the more challenging times.

7. Do you have any hobbies or interests that you would like to
share with us?

During my down time, I love watching A LOT of TV and movies
(especially horror movies), probably more than I should, and walking
or hiking!

8. Is there anything else you would like to share with the UCSC psy-
chology community?

I’m excited to join the faculty and department this year! People have
been so welcoming, and I’ve already had the opportunity to meet,
teach, and work with great students. I’m proud of my students in the
Collaborative and look forward to our future work on campus.

Welcome to the department!
Kooky Question

You can only bring one snack to an upcoming conference. What do you bring?
You can only bring one snack to an upcoming conference. What do you bring?

(to prevent scurvy)