What can first-year students expect in the Psychology Graduate Program?
The Psychology program offers specialization in cognitive, developmental, and social psychology. Students become immediately involved in research, while taking foundation courses.

Do you have any diversity fellowships or other opportunities specific to your program?
Our department can nominate students to the Cota Robles Fellowship upon admission to the program.

What type of support do first-year graduate students in your program receive?
First-year students are usually given two quarters of Teaching Assistantships and one quarter of Regents’ Fellowship (unless they receive a Cota-Robles, Dean’s or Chancellor’s fellowship).

When are graduate applications due for your program? December 15

Who can I contact for more information?
Briana Muñoz-Flores, Graduate Program Coordinator (831) 459-4932, bmunozfl@ucsc.edu

Professor of psychology NAMEERA AKHTAR’s graduate student Carmen Martinez-Sussmann (right) observes and videotapes an experimental session through a one-way window.
Cognitive Psychology

Douglas G. Bonett Psychometric methods, statistical methods, and experimental design.

Nicolas Davidenko Research focuses on the cognitive, perceptual, and neural mechanisms by which we represent visual information; specifically, high-level visual information like objects and faces.

Jean E. Fox Tree Psycholinguistics, production and comprehension of spontaneous speech and writing.

Raymond W. Gibbs Experimental psycholinguistics and cognitive science.

Alan H. Kawamoto Understanding how information is presented and processed, using computer simulations and empirical methods.

Travis L. Seymour Theoretical and empirical investigations into the role of memory on human performance.

Benjamin C. Storm Remembering and forgetting in human memory; creative cognition; autobiographical memory; memory and metamemory considerations in learning and education.

Leila Takayama Human-Computer Interaction (HCI) and Human-Robot Interaction (HRI); empirically studying how emerging technologies influence our perceptions, beliefs, and actions.

Stephen J. Whittaker Human Computer Interaction, specifically psychological aspects involved in the design and use of digital artifacts.

Developmental Psychology

Nameera Akhtar Early monolingual and bilingual language development.

Margarita Azmitia Cultural and social context of development in adolescence and young adulthood.

Christy M. Byrd Adolescents’ understanding of race and ethnicity in their school contexts, particularly perceptions of school racial climate, racial identity beliefs, and implications for development, motivation, and achievement.

Maureen A. Callanan Cognitive and language development in toddler and preschool children, exploring how children come to understand the world through everyday conversations with their parents.

Audun Dahl Moral development; the early acquisition of moral norms through social interactions; helping behavior in young children; children’s and adults’ concerns with morality; emotional development.

Campbell Leaper Gender socialization and gender bias across the lifespan, including gender-related variations in social relationships, language use, academic achievement, social identity, and discrimination.

Barbara Rogoff investigates cultural variation in learning processes and settings, with special interest in Indigenous and immigrant North and Central American communities.

Su-hua Wang Cognitive development in infancy. She is particularly interested in how knowledge acquisition takes place, and how experience shapes early learning.

Adriana Manago Social and cultural changes happening in the digital age, implications of new media communication technologies for adolescent-young adult social development, including gender and sexuality, identity & values, and social connectedness in the U.S. and in southern Mexico.

Social Psychology

Heather E. Bullock Social psychological dimensions of economic (in)justice, welfare policy, intersections of classism, sexism, and racism.

Rebecca Covarrubias Culture, self, and identity; social representations of race, gender, and social class in educational/health contexts; student performance, belonging, and well-being; community and school interventions.

Shelly A. Grabe Processes by which cultural norms existing at the societal level provide a context whereby men and women come to view women’s bodies as objects that exist for the benefit of others – thereby leading to objectification of and control over the female body.

Phillip L. Hammack Identity development in cultural, social, and political contexts.

Craig W. Haney Application of social psychological principles and data to various legal and civil rights issues.

Regina D. Langhout School-community-university collaboration; how schooling experiences are informed by social class, race, and gender; participatory action research.

Eileen L. Zurbriggen Connections between power and sex, sexual aggression and abuse, trauma, sexuality and media, the sexualization and objectification of girls and women, feminist political psychology.