ICDS NEWSLETTER

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Symposium on Brain, Learning, and Curriculum

MAY 21-22, 2004 UNIVERSITY OF OREGON

The Brain Behavior and Machine Initiative and the Institute of Cognitive and Decision Sciences sponsored a symposium in Eugene on May 21-22, 2004 that focused on recent brain research related to education and curricular design. The symposium included two public presentations and a panel discussion by world-renowned researchers.

David Premack
DESIGNING A CURRICULUM FOR EARLY EDUCATION

David Premack, a University of Pennsylvania Emeritus Professor of Psychology, is renowned for his research in the psychology of learning and the linguistic abilities of non-human primates. His pioneering research with chimpanzees led to studies on the capabilities of animals and humans to develop theories about the minds of others. David and Ann Premack's recent well-received book *Original Intelligence: Unlocking the Mystery of Who We Are* (2003, McGraw-Hill) proposes principles for curriculum design that are based on our current knowledge of brain organization and development.

Premack's UO presentation explained the educational significance of studies of higher primates and human infants and suggested how educators might use this research to enhance current curricular policies and practices.

Sally and Bennett Shaywitz
OVERCOMING DYSLEXIA

Sally and Bennett Shaywitz are respectively Professor of Pediatrics and Professor of Neurology at the Yale University Medical School. Sally is also Director of the Yale Center for the Study of Learning and Attention. They are renowned for their pioneering research in reading, attention, and learning problems. Sally's recent

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A View From Janus

Bertram Malle

I feel compelled to borrow the symbolism of Janus, the Roman God of transitions who, with two faces pointing in opposite directions, simultaneously gazed into past and future. I appreciate the trust that members of the Institute are putting in me to "direct" for another three years, and I would like to muse a bit about what has happened at the Institute in the last three years and what should happen in the next three years.

Let's begin with some concerns. The Institute membership was pruned three years ago during a restructuring phase, because there were too many nominal members and too few active members. But in a sense, the pruning hasn't generated as much ensuing growth as we had hoped. Attendance at colloquia is sometimes disappointingly low, even for speakers of international caliber. Conferences are attended by few others than the organizers and invited

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New Executive Committe

Thanks for two years of service to John Orbell, Eric Pedersen, Ellen Peters, and Larry Sugiyama, and thanks for being ready for the next two years to Sara Hodges, Warren Holmes, John Orbell, and Ellen Peters.

What's Inside?

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well-received optimistic book *Overcoming Dyslexia: A New and Complete Science-Base Program for Reading Problems at Any Level* (2003, Knopf) provides a comprehensive explanation of the nature and treatment of dyslexia. Her work and book were featured in the July 28, 2003 *Time Magazine* cover story on dyslexia.

Their presentation explained how recent brain research can help educators enhance the development of reading skills as well as reduce reading disabilities.

Saturday, May 22
PANEL DISCUSSION

- The challenges the cognitive neurosciences pose for educators
- The challenges formal education poses for cognitive neuroscientists

David Premack
Sally and Ben Shaywitz
Edward Kameenui, Professor of Education, University of Oregon
Bruce McCandliss, Assistant Professor of Psychology, Cornell University
Moderator: Robert Sylwester Emeritus Professor of Education, University of Oregon

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speakers (and interested students usually far outnumber interested faculty). Applications for student research awards are sparse, and proposals for new speakers, visitors, or conferences are rare. I must also offer self-criticism. My plans to increase contact with other Centers on and off campus have not come to fruition, though I am certainly forming a renewed intention for the next few years. The focus group I was organizing fizzled out, and I have not launched the coffee chats at the new Institute offices that, so I hoped, would increase the copresence of scholars in one spot and thus encourage the exchange we all agree would be valuable.

What limits us? I don't think it's lack of money. True, we have experienced budget cuts, but we have reserves that allow us to finance visitors, speakers, conferences, and even the occasional hardware purchase. If you think money would fix things, consider this scenario: If the ICDS had a donor who was willing to invest a large sum of money, what would you want to see happen? How many Institute members would that project engage? A few months ago I had the opportunity to serve on a site review of a large interdisciplinary Center on the East Coast applying for one of NSF's Center of Learning ($10 Million) grants. After I recovered from the shock of insignificance, I saw the major differences between our and their Institute not in money, but in numbers, space, and vision. First off, the university there has larger departments, and more of them. This yields a larger pool of people from more disciplines who potentially communicate and collaborate in an interdisciplinary center. Second, the university has space that allows office suites and research labs to cut across departmental boundaries. Spontaneous conversations easily unfold, students readily work across disciplines, and collaboration springs more naturally. Finally, there is a characteristic commitment to asking certain questions, tackling certain problems, and attracting the researchers (and students) who share this commitment. I adore Oregon for its diversity of research directions, approaches, and methods; but the price of this freedom and unbounded creativity is that it becomes unlikely that enough scholars from enough disciplines will converge on some questions or problems and jointly work on them. At least among the departments that constitute social and cognitive science at Oregon, there is no vision for major foci of research across departments. There is the distinctly natural-science *Brain, Behavior, and Machine Initiative* (BBMI), but we may need more such visions, perhaps varying in size and covering an array of intellectual interests.

There are signs that such visions may have a place here at Oregon, and our Institute may be one such suitable place. Recent UO and ICDS additions, Warren Holmes and Frances White, have helped give the evolution focus group a "critical mass," and this focus group's meetings, collaborations, and speaker invitations all show the kind of confluence that make interdisciplinary research so exciting. The Vice Provost's Research Office and the participating departments also did a tremendous job in putting salary and resource packets together for Warren and Frances that make their UO affiliation attractive and make us the beneficiary of new scholarly blood that converges on shared interests and problems.

I don't see any large-scale solution to the physical separation of departments at Oregon. If we had to design a new campus, we might be able to do something (perhaps with inspiration from Louis I. Kahn). But in the reality we inhabit we have to be more modest; perhaps hope for the effect of the attractive new Museum café that will open in October, where a weekly Institute lunch could be organized. Good food (and the occasional good wine) in an attractive surrounding, I firmly believe, can foster interdisciplinary thinking.

Let me now turn to some good things to look back on. The Hill Center laboratory is operational and now equipped with digital recording devices. We have had many exciting colloquia, visitors, and

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conferences, and two book publications based on the latter. We have sponsored several student research projects and trained undergraduate students in our laboratories, and some of us are now offering courses that distinctly reflect the Institute's mission and research. Some grants are being funneled through the Institute, and several new ones are in preparation or review. The focus groups represent a clear improvement over the rather rigid three domains in which the Institute had been previously organized. Some focus groups come and go, some continue to be active and exciting. Some meet regularly, others are loose intellectual communities that converge for certain events, such as conferences, dissertations, or faculty hires. (See p.4 for current reports from these focus groups.)

There are also some broader trends visible. The Social Science connections within the Institute have become stronger, and those with the Humanities are showing life, too. Admittedly, Neuroscience is represented less at the Institute than in the past, with energies converging in the BBMI, but Jean Decety and next year's new faculty member, Scott Johnson-Frey, promise to build a neuroscience of social cognition.

Our institutional identity is probably still in flux, and we may need to discuss our visions for the Institute in the years to come. Let me be upfront about mine. I envision an Institute of nonreductionist *social cognitive science*—one that takes multiple levels of analysis seriously, from the psychological mechanisms of the individual to the laws of social interaction and the forces of society and evolution. The connections between such a science and neuroscience are clear at the level of the individual, when examining the specific tools the individual has available to tackle social-cognitive tasks. But beware of reductionism that claims the only interesting (and final) answers lie at the level of brain mechanisms. Nonreductionism means that many other answers are needed for the questions we are posing. For one thing, the brain has evolved in adaptation to the physical, social, and mental world in which it lives; so it is as much a reflection of those other layers of analysis as it is a driving motor that influences those layers. In addition, nonreductionist social cognitive science is committed to dialogue across levels of analysis - with many other sciences and, even beyond the boundaries of science, with artists and students of spiritual traditions.

Even Janus's two faces ultimately have to be integrated into one head, brain, mind, and it may well be dialogue that achieves this integration, enlightening the questions we ask and offer a glimpse of their answers.

Hill Center Goes Digital

The Hill Center Lab for Online Cognition has two boradcast-quality S-VHS machines available to record audio and video signals, and we now have added an audio-video converter that records the AV stream into a computer file (producing roughly 12" screen size) and stores it on a new computer with a large hard disk, an LCD screen, and stereo speakers for professional AV recording and playback. We also have a fast internet transfer protocol that permits researchers to send an instant copy of the AV file to a sister computer a few doors down the hall, thereby allowing two participants (usually the ones who were having an interaction) to comment on or analyze the videorecorded interaction.

Jonathan Cook, for example, is currently running a study that examines the mental states accompanying social interaction for people with or without a social stigma. Pairs of participants are invited into the laboratory and their dyadic interaction is digitally recorded. Immediately after the interaction is completed, the AV file is copied to the sister computer down the hall. Participants are separated and individually watch the recording of their interaction. While watching, participants record, in a computer text file, thoughts and feelings they remember having had during the interaction. These protocols are later coded as a primary dependent measure for the study of stigma in social interaction.

New Institute Member Beata Stawarska

Beata Stawarska, who came to the University of Oregon in the fall of 2003, is a faculty member of the Philosophy department and joined the Institute this spring. She studied philosophy at the University of Louvain, Belgium, and spent two years on a Post-Doctoral Fellowship at the Husserl Archives, Louvain. Her work lies at the intersection of phenomenology and cognitive science, with an emphasis on uncovering insights by Jean-Paul Sartre and Maurice Merleau-Ponty on the relationship between one's own and other minds. In Dr. Stawarska's assessment, this self-other relationship goes beyond mere inference and representation (as it is often depicted in the cognitive sciences) but involves the fundamental process of intersubjectivity, which links direct perception (e.g., of face or gaze) with affect and behavior (e.g., imitation) into a whole stance of relating to the other person. Other lines of her work explore psychoanalysis as well as embodiment, both with a view to expanding the sometimes narrow doctrines of cognitive science by incorporating a phenomenological perspective on the topics at issue. Fittingly, in 2003 Dr. Stawarska organized a conference

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on *Intersubjectivity and Embodiment* in Louvain for the Association for Phenomenology and the Cognitive Sciences and is currently Book Review Editor of the *Journal of Phenomenology and the Cognitive Sciences* <http://www.kluweronline.com/issn/1568-7759/>.

Selected Publications

"Mutual Gaze and Social Cognition." *Journal of Phenomenology and the Cognitive Sciences*, special edition on Intersubjectivity and Embodiment (in press).

"Merleau-Ponty in Dialogue with the Cognitive Sciences in Light of Recent Imitation Research." Selected Studies in Phenomenology and Existential Philosophy, *Philosophy Today*, pp. 62-72, 2004.

"The Communicative Use of the Face." *Glimpse: The Proceedings of the Society for Phenomenology and Media*, Vol. 4, 2002.

"Reversibility and Intersubjectivity in Merleau-Ponty's Ontology." *Journal of the British Society for Phenomenology*, Vol. 33(2), 155-166, 2002.

Other Minds Conference and Edited Volume

Several of the world's top scholars and researchers in the cognitive sciences gathered at the University of Oregon September 27-28, 2003, to explore and discuss the human capacity to represent, conceptualize, and reason about other minds. This was the third conference on interdisciplinary topics of social cognition sponsored by the Institute of Cognitive and Decision Sciences (the first was on *theory of mind* in 1995, the second on *intentionality* in 1998). Twenty-eight scholars from disciplines such as anthropology, linguistics, philosophy, psychology, and neuroscience showcased multiple approaches to the intriguing subject of making sense of other people's mental states. The conference was organized around symposia that examined the following topics:

- the relation between language and other minds;
- what explanations of behavior reveal about mindreading;
- what limits exist to the human capacity for mind reading;
- how access to one's own mind connects with access to others' minds; and
- what cognitive and evolutionary processes underlie human mindreading.

The detailed conference schedule along with abstracts is available at http://darkwing.uoregon.edu/~interact/OtherMinds.html. Bertram Malle and Sara Hodges are currently editing a book based on the conference, to be published by Guilford Press in 2005.

Focus Groups

Decision Making & Coffee

No, the title doesn't refer to deciding whether to have that cup of coffee black or to spring for a latte; it's in reference to the Institute's Decision Making Focus Group. The group meets approximately every two weeks at a local coffee shop for an informal but lively discussion of a pre-selected article about decision-making (very broadly defined). The readings are selected by consensus by the group and this year's list reflects a fairly heavy emphasis on the role of affect in decision making, but article topics have ranged from naturalistic decision making to a consideration of utility judgments in rodents. After roaming around various spots near campus, the group seems to be quite comfortable meeting at Barry's on 12th and Alder. If you're interested in receiving the email announcements for this group, please contact Sara Hodges (sdhodges@uoregon.edu) or check out the following webpage to see what's being read at the next meeting: http://www.uoregon.edu/~sdhodges/dmreadg.htm. If there's enough interest, the group may continue to meet during the summer.

Complexity and Nonlinear Dynamics

This is the successor group to what was formerly called the Complex Adaptive Dynamical Systems focus group (CADS). This academic year we have met every other Tuesday to share our work in progress, on topics such as preferences for fractal images of different dimensionality in adults and children, the search for fractal structure in Beowulf, how Tai Chi training affects dynamic stability, trajectories of anti-social behavior in children, and the conductance patterns of electrons. Members hail from Physics, Psychology, English Literature, the Teaching Effectiveness Program, Exercise and Movement Science, the Child and Family Center, and the Imaginify Community Network. Members have also demonstrated software and techniques useful for analyzing fractal structure and dynamics. If you are interested in receiving email announcements for this group, please contact Holly Arrow, (harrow@uoregon.edu).

Event Representation

This focus group primarily explores the linguistic and psychological representation of events with emphasis on how complex events are understood as being made of particular subevents. The group

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is currently conducting a series of experiments investigating the hypothesis of isomorphism between the syntactic structure of linguistic depictions of events and some underlying conceptual structure of these events. These experiments are investigating whether the clause structure of linguistic descriptions inspires greater allocation of attentional resources to certain event boundaries. Besides weekly meetings led by Eric Pederson and Dare Baldwin, this group is also hosting an international symposium on *Event representations in mind and language* (17-19 September, 2004) at the University of Oregon (see p. 6 for more information). If you are interested in this focus group, contact Eric Pederson (epederso@uoregon.edu).

Evolution and Cognition

This focus group is interested in the evolutionary processes that have shaped the mind and the resulting adaptive patterns of information processing, individual behavior, and culture. The group has been meeting every second week on a regular basis throughout this academic year, and may continue thoughout the summer. The group is notably interdisciplinary, with Philosophy, Linguistics, English Literature, Political Science, Psychology, Music, and Anthropology all represented, as well as people with diverse backgrounds not currently affiliated with the University. Several undergraduates attend regularly, as does a good number of graduate students. Particularly memorable meetings have been with Institute visitors, Geoffrey Miller, David Sloan Wilson, Richard Byrne, and Ellen Dissanayake. Our regular practice is to decide what will be read at a prior meeting and to circulate relevant materials for discussion both electronically and in hard copy. If you're interested in receiving the email announcements for this group, please contact John Orbell (jorbell@uoregon.edu).

Evolution Speaker Series 2003-2004

Between December of 2003 and May of 2004, the Institute of Cognitive and Decision Sciences sponsored a speaker series entitled ***Darwinism across the disciplines. Evolutionary perspectives on human behavior.*** Thanks to the speaker committee (Warren Holmes, Frances White, John Orbell, Larry Sugiyama, Michelle Scalise-Sugiyama), we were able to bring a terrific lineup of scholars to Eugene. A new speaker series is planned for next year, tentatively entitled ***The science of politics.***

December 8, 2003
Geoffrey Miller

Department of Psychology, University of New Mexico
Ovulatory cycle effects reveal women's preferences for male mental traits as 'good genes' indicators

January 9, 2004
David Sloan Wilson

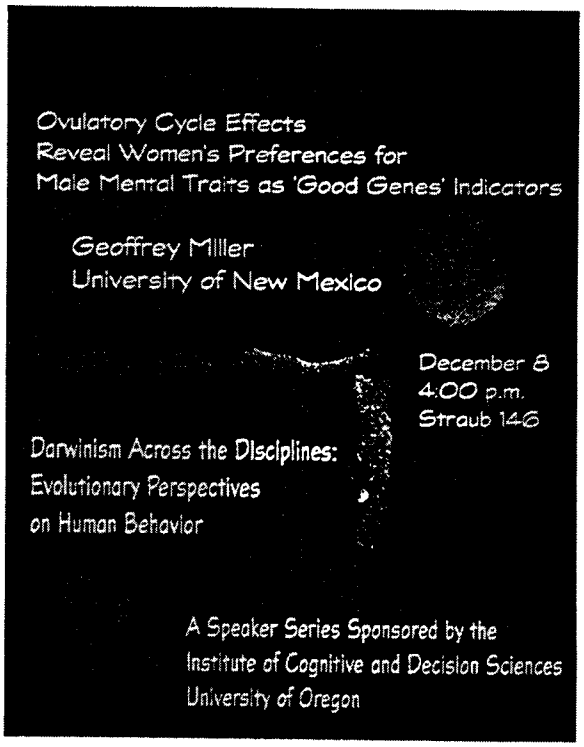
Departments of Biology and Anthropology, Binghamtom University
Darwin's Cathedral: evolution, religion and the nature of society

April 27th, 2004
Richard W. Byrne

University of St Andrews, Scotland
Seeing through the surface of behaviour: From ape diet to human mind?

May 7, 2004
Ellen Dissanayake

Independent Scholar and Writer, Seattle, WA *The Arts in Human Evolution: Babe-Magnets, Spandrels, Costly Signals, or ... ?*



As a side note, the announcement posters all showed in the background a painting by Pat Condron of Springfield, Oregon, that the Institute had acquired in 2002. It embellishes the Posner room, our conference space.

ICDS Research Awards 2003/2004

to Shayna Rohwer and Andriy Myachykov

Shayna Rohwer (Master's student in Anthropology) used her award to finance a study on mate guarding that uses cell phones to measure the mate-guarding behaviors. Her hypothesis was that men whose female partners were in their fertile ovulatory phase would engage in more "calling-in" behavior than men whose partners were in their nonfertile phase. She examined cell phone records of 50 heterosexual, non-pill using, female undergraduates in long-term relationships and inquired whether 1) frequency and duration of male-initiated cell phone contact varied with female fertility; 2) the amount of cell phone contact females had with extra-relationship males also varied with fertility; and 3) these patterns of contact were affected by various measures of relationship quality. The results are coming in as this newsletter is going to print, so stay tuned or ask Shayna <sroher@uoregon.edu> to send you her research report (but don't call her on her cell phone).

Andriy Myachykov (Fulbright scholar at the Institute) used his award to support travel to a conference of the International Association for Dialogue Analysis in Chicago, March 30–April 3, http://www.neiu.edu/~iada2004/. There Andriy presented a paper that is also the heart of his Master's thesis, summarized below.

Myachykov, A. (2003, March). *Automated Syntax Triggers Attentional Shift in Russian On-line Discourse.* Paper presented at the conference of the International Association for Dialogue Analysis, Chicago.

The current research uses an experimental paradigm known as the Fish Film (Tomlin 1997). Tomlin found that the syntactic subject assignment in English narrative is a functional reflex of focal attention. The effect reported by Tomlin was robust: Syntactic subject was invariably assigned to the cued stimulus. However, languages with flexible word order may produce very different patterns. The language I analyzed was Russian, and the data were collected from the Russian community in Eugene, Oregon.

Participants were asked to describe on-line an unfolding event displayed as a computer-animated film of fish. In each trial one of the two stimuli was visually cued, thereby manipulating the participant's attention. The core of each trial was the dynamic event, in which the fish interact. In half of the trials the semantic agent was cued; in the other half, the semantic patient was cued. The dynamic event was also accompanied by an audio signal recorded for chronometric analysis. The participants' narratives were audiorecorded and then analyzed for their syntactic structure and their speech onset latencies that accompanied the descriptions of the dynamic event.

In their descriptions of the Fish Film, native Russian speakers preferred agent-first patterns with predominant SVO (Subject-Verb-Object) order to all other available sequences, regardless of attention cueing. This preference, however, seemed to come with two sorts of costs: (1) When speakers mentioned the agent first even though the patient was cued, a hidden attentional switch occurred, indicated by significantly longer speech onset latencies than in the utterances that were in line with the cueing. (2) The same group of utterances was also characterized by a significantly higher speech error rate: Subjects experienced difficulties defining which case marker they needed to attach in order to produce the correct sentence.

The word order patterns of Russian speakers thus reflect a preference for certain language patterns more so than a reliance on attention for the assignment of syntactic roles. More precisely, Russian speakers may undergo a competition between cognitive processes involved in preparation for the sentence (guided by the perceptual input) and production of the sentence (pressured by automated patterns of language). The final production may then result from a set of reciprocal "negotiations" between the demands of perceptual input and habituated word order preferences, which favored the habituated preferences in the current results.

Event Representations in Mind and Language

Research Symposium held at the University of Oregon, September 17-19, 2004

The Department of Linguistics at the University of Oregon, in collaboration with the Max Planck Institute for Psycholinguistics and the UO Institute for Cognitive and Decision Sciences, will host an interdisciplinary research symposium on event representations in mind and language in September 2004.

The notion of *event* plays a central role in discussions of cognition across a number of disciplines. Linguists have called on some (often undefined) notion of *event* to describe or explain a wide array of language phenomena— in particular: verb serialization, transitivity, verb categorization, and causativity. Cognitive and developmental psychologists have sought to capture how events are perceived, categorized, and learned in both visual and auditory domains. Within philosophy, there is an investigation of events tied to work on causality, independent agency, and time.

To date, however, there has been little interdisciplinary collaboration to build a viable theory of event

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Event Representations continued from page 6

representation. This symposium will address how language reflects and is constrained by mental representations of events. To this end, the Oregon symposium on *Event representations in mind and language* will convene an interdisciplinary group of cognitive scientists to explore fundamental questions about events, cognition, and language, including:

Philosophical Issues:

1. In what ways are events exogenous to the cognizer or endogenous—created or construed by the cognizer?
2. Does it make sense to distinguish simple from complex events?

Cognitive Issues:

3. What role do basic cognitive processes—in particular attention and memory—play in event perception and cognition?
4. What are the temporal and causal dimensions of event perception?
5. Are there developmental stages in dealing with event representations, with variation tied to exogenous vs. endogenous aspects of event representation?

Linguistic Issues:

6. How are event representations mapped into linguistic utterances?
7. What relationship—how tight a relationship—is there between events as cognitive representations and clause structures and propositions? For example, what is the relationship between the understanding of causal relations between events and the linguistic expression of causativity?
8. How do distinct languages (and cultures) differ in event conceptualization and its concomitant realization in language?

Symposium Participants include:

Christiane von Stutterheim (Heidelberg)
Paul Hopper (CMU)
Larry Barsalou (Emory)
Jeff Zacks (Washington U)
Robert Van Valin (Buffalo)
Juergen Bohnemeyer (Buffalo)
Dare Baldwin (Oregon)
Andy Pawley (ANU)
Philip Wolff (Harvard)
Asifa Majid (MPI Nijmegen)
Sonja Eisenbeiss (Essex)
Russ Tomlin (Oregon)
Eric Pederson (Oregon)
Tom Givón & Marjorie Barker (Oregon)

Norwegian Scholars To Visit The Institute

Two Norwegian researchers of internet technology and social dynamics, Gunnvald Svendsen and Barbara Gammons, are going to spend a sabbatical at the Institute of Cognitive and Decision Sciences and the Oregon Research Institute from July 2004 to summer of 2005. Both scholars will make valuable contributions to the Institute's research on interpersonal and group dynamics and contribute expertise on the role of information technology in communication and health care.

Barabara Deede Gammon, Norwegian Centre for Telemedicine

Johnsen, Jan-Are K., Steinsvik, O.O., & Gammon, D. (2003). Health-care professionals' participation in an online discussion forum: The impact on structure, content and interaction. *Journal of Technology in Human Services, 22 (3). http://www2.uta.edu/cussn/jths/vol22.htm*

Gammon, D., Svendsen, G.B., Jenssen, M., & Bergvik, S. (2003). The Internet, social isolation and mental health: Future perspectives. In Wooten R., Yellowlees, P., McLaren, P. (eds.), *Telepsychiatry & E-mental Health Care.* Royal Society of Medicine Press Limited.

Johnsen, Jan-Are K., Rosenvinge, J., & Gammon, D. (2002). Online group interaction and mental health: An analysis of three online discussion forums. *Scandinavian Journal of Psychology, 43,* 445-449.

Sørlie T., Gammon D., Bergvik S., & Sexton H. (1999). Psychotherapy supervision face-to-face and by videoconferencing: A comparative study. *British Journal of Psychotherapy, 15 (4),* 452 – 462.

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Norwegian Scholars continued from page 7

Gunnvald Svendsen, Telenor R&D

Svendsen, G. B. (1991). The influence of interface style on problem solving. *International Journal of Man-Machine Studies, 35,* 379-397.

Ytterstad, P., Akselsen, S., Svendsen G.B., & Watson, R. (1996). Tele-democracy: The use of information technology to enhance political work. *MIS Quarterly, 20 (3).*

Bergvik, S., Evjemo, B., Stenvold, L., Svendsen G.B., & Ørnes, H. (2002). "Togetherness" technologies. Presence-supporting technologies for families and friends. (In Norwegian only) *Telenor R&D N 16.*

Svendsen, G.B. & Evjemo, B. (2003). Implicit referring as an indication of familiarity in face-to-face and phone conversations. *Proceedings of Interact,* 920-923.

NEW BOOKS

Malle, B. F. (in press). *How the mind explains behavior: Folk explanations, meaning, and social interaction.* Cambridge, MA: MIT Press.
Available fall of 2004.

Posner, M.I. (Ed.). (in press). *Cognitive Neuroscience of Attention.* New York:Guilford.
Available summer of 2004.

Mayr, U., Awh, E. & Keele, S.W (Eds.). (in press). *Developing Individuality in the Human Brain: A Tribute to Michael Posner.* Washington, DC :American Psychological Association.
Available 2005.

Congratulations to Larry Sugiyama - he has been promoted to Associate Professor with tenure.

ICDS Newsletter
Vonda Evans, Managing Editor
Institute of Cognitive and Decision Sciences
University of Oregon • Eugene OR 97403
(541) 346-4941