The State of the Department

Rebecca Anne Boylan Professor in Education and Society and Psychology Department Chair Susan C. Levine highlights some of the department's most important news- from a new faculty hire to news about our newest group of graduate students. She also shares sad news and memories about the recent passing of Janellen Huttenlocher. Full Story»

Getting High and Memory Distortion

As the movement to legalize marijuana marches across the US, more people are wondering how this mind-altering drug affects memory and cognition. According to David Gallo, cannabis is known to cause forgetting in laboratory studies, but surprisingly few studies have investigated the drug’s effect on memory distortion. Full Story»

The Department Welcomes Daniel Yurovsky

The Department of Psychology welcomes new assistant professor Daniel Yurovsky. Yurovsky studies how we learn from the people around us, and especially how children learn language. Full Story»

Collaborative Teaching at Chicago

When are two teachers better than one? Faculty in the psychology department have brought team science into the classroom by offering innovative courses that draw from the expertise of faculty in different areas. Full Story»

Sabbatical Stories

Every few years, faculty in the Department of Psychology have the
opportunity to take a sabbatical, allowing them additional time to focus on their scholarly interests without the usual responsibilities of teaching and service. Here we highlight the accomplishments of Jean Decety and Leslie Kay during their 2015-2016 sabbatical year. Full Story»

Friends and Alumni Support the Department

Several gifts to the Psychology Department have allowed us to continue to offer an alumni lecture series, support graduate student research and conference travel, and support undergraduate research during the summer quarter. Full Story»

In Memoriam

Janelle Huttenlocher, William S. Gray professor emeritus of Psychology, a founder of the field of cognitive psychology passed away on November 19. The Huttenlocher family requests that in lieu of flowers, gifts be made in Janelle Huttenlocher's memory to the Department of Psychology. Please designate in the comments section that the gift is in memory of Janelle Huttenlocher.

Support the Department

Gifts from alumni and friends enrich the intellectual life of the Department and provide critical opportunities for our students. We are grateful for your support.
December 2016

The State of the Department

We are off to a great start in the 2016-17 academic year. This year, we were joined by a new faculty member, Dan Yurovsky, who studies the role of input on language development, utilizing behavioral approaches and computational modeling. Dan came to us after receiving his Ph.D. in Psychology at Indiana University and completing a postdoc at Stanford University. Dan has hit the ground running at the University of Chicago and it already seems like he has been here far longer than a few months. He has presented on his research in the fall Developmental Seminar and in our Proseminar. Additionally, he is currently teaching Psychological Statistics to our undergraduates. You can read more about his exciting research program later in the newsletter.

This year we welcomed the largest graduate student class in memory- at least the largest I can remember! The class numbers seventeen, with students spread across the Developmental, Cognitive, Social, and Integrative Neuroscience areas. We were greatly helped in expanding our numbers by the availability of our Institute of Educational Sciences Graduate Fellowship Training Grant and appreciate this support and opportunity for the interdisciplinary training of our students. Our new cohort of graduate students brings an array of experiences to the Department, including Teach for America, Masters degrees in various fields, and experience working in labs across the country. Only five of the seventeen new students came directly from their undergraduate institutions reflecting a trend in our graduate program.

This fall, I had the pleasure of teaching the first year graduate students in our Proseminar and can personally attest to the fact that this is an incredibly talented and motivated group. In the Proseminar, students heard about the research the faculty in the Department are engaged in, as many of the alums probably remember from their proseminar days. In addition, students in the Proseminar now spend the first four weeks of the quarter intensively working on NSF and other graduate fellowship proposals. This year, the students benefitted in the preparation of their fellowship proposals from the wisdom of Fred Stafford, a consultant in the office of the Vice President for Research as well as from Karen Rosenthall, a Fellowships Coordinator in the Provost’s Office. We are happy to report that five students in the Department are currently supported by NSF fellowships.

As you all remember, the life of the Department is enormously enhanced by colloquia, brownbag series, and workshops. This fall, we were fortunate to have Marie Banich deliver the Starkey Duncan Alumni Lecture (see article on this for more detail). Additionally, we will be hearing our Booth School of Business colleague, Nicholas Epley (the John T. Keller Professor of Behavioral Science and Neubauer Faculty Fellow) deliver a talk on the perils of undersociality.

There is also some very sad news to share about the passing of Janellen Huttenlocher, the William S. Gray Professor emeritus in the Department, who was a professor in the Department from 1974 until 2009, at which time she became an emeritus faculty member. Janellen was instrumental in shaping our developmental program,
recruiting Susan Goldin-Meadow and me to the Department when we were completing our Ph.D. programs. On a personal note, many current faculty members remember Janellen and her husband Peter, a renowned pediatric neurologist at the University, welcoming us into their home for a delicious meal. We also remember Janellen’s love of ideas and intellectual problems. She was a big ideas person and pushed us all to do our very best work. Janellen made seminal contributions in cognitive and developmental psychology, spanning many areas – from language processing to spatial coding to mathematical development. Her many research contributions have been recognized by prestigious awards and honors. Notably, Janellen was a member of the American Academy of Arts and Sciences and received awards from professional organizations in the field, including the APA Award for Distinguished Scientific Contributions, the G. Stanley Hall Award for Distinguished Contribution to Developmental Psychology, and the Association for Psychological Science William James Fellow in Recognition of Distinguished Achievements in Psychological Science. Janellen also mentored many students and postdocs who now hold academic and nonacademic positions throughout the United States and abroad. She will be greatly missed by us all. A memorial service will be held on January 28th at Montgomery Place at 2:00 pm. In lieu of flowers the family has asked that gifts in Janellen’s memory be made to the Department to train the future generation of scientists. More details about Janellen’s life and contributions to the field can be found here.

In closing, I wish you all joyous holidays and a happy, healthy, productive and fulfilling 2017. I encourage you to keep in touch and to stop by the Department for a visit or to attend a talk. We are always happy to hear from our departmental alumni and friends.

Susan C. Levine
Rebecca Anne Boylan Professor in Education and Society and Chair
As the movement to legalize marijuana marches across the United States, more people are wondering how this mind-altering drug affects memory and cognition. According to David Gallo, head of the Memory Research Laboratory in the Department of Psychology, the main psychoactive ingredient in cannabis – tetrahydrocannabinol (THC) – is known to cause forgetting, but it is not known if the drug also causes memory distortions. This is an important question because, unlike forgetting, memory distortion can fundamentally alter one’s sense of reality. Memory distortions may be especially problematic in individuals that are already prone to memory disturbances, such as those with post-traumatic stress disorder (PTSD) who often use cannabis to self-medicate.

To begin answering these kinds of questions, Gallo teamed up with Dr. Harriet de Wit, head of the Human Behavioral Pharmacology Lab in Psychiatry. Over the past few years they have conducted a series of experiments on the effects of different psychoactive drugs on human memory, supported by grants from the National Institute of Drug Abuse at the NIH. Their initial study was spearheaded by Michael Ballard, a graduate student at the time, and it was the first study to directly investigate the effects of THC on false memories. Healthy young adults were randomly assigned to ingest a pill containing THC or placebo, and once the drug had taken effect, they studied lists of related words (bed, rest, awake, tired...etc.). Unbeknownst to them, the lists were designed to generate false memories of nonstudied associates (sleep). Two days later the subjects took a memory test while sober.

How did THC impact this memory illusion? While it might be predicted that the drug would increase memory distortion, most individuals actually showed drug-induced reductions in false recognition of nonstudied words (like sleep), as well as a significant drop in the recognition of studied words (like bed). Moreover, these effects were strongly correlated, so that individuals who showed the greatest THC-induced forgetting of studied words also were poorer at recognizing nonstudied associates.

While it is tempting to conclude from these results that getting high can prevent false memories, Gallo argues that this would miss the bigger point (to say the least!). Instead, these findings suggest that THC impaired the brain’s ability to encode the associations that link all of the words together, thereby reducing the effect of these (false) associations on subsequent memory errors. These effects are analogous to those seen in amnesics with hippocampal damage, who also show reduced true and false memories in this task, and they are consistent with
experiments showing that THC can disrupt processing in this part of the brain. By disrupting this system, THC interrupts the brain’s use of associations to help synthesize incoming information. In this way, reduced errors in this task is not necessarily a good thing.

In subsequent studies, Gallo and de Wit have discovered that THC and other psychoactive drugs can also distort memory in a different way: by disproportionately affecting emotional memories. Using a picture memory task, they have shown that drugs that impair memory (THC; alcohol) tend to impair the encoding of emotional pictures more than neutral ones, whereas stimulant drugs that improve memory (amphetamine, methamphetamine) tend to improve the encoding of emotional pictures over neutral ones. These results suggest that such drugs target the brain’s emotional memory mechanisms, including the amygdala as well as hippocampus, and Gallo and de Wit are planning to test these hypothesis using fMRI brain scanning. The THC results also might explain why cannabis use is so prevalent in PTSD, as the drug might help to dampen the emotional memory “flashbacks” that cause stress and anxiety.

Gallo is excited to take this line of research to the next level. “While most of the work in my lab is focused on memory and aging, these drug studies have been every bit as rewarding and interesting” he writes. “Hopefully our work on these basic neurocognitive mechanisms will inspire more research into how these drugs affect cognition in different contexts, as well as a deeper understanding of the large individual differences that we often see in response to these drugs.”
The Department Welcomes Daniel Yurovsky

The Department of Psychology welcomed a new assistant professor this year. Daniel Yurovsky comes to the University of Chicago from Stanford University where he was a postdoctoral fellow after receiving a PhD in Cognitive Psychology from Indiana University. Yurovsky studies how we learn from the people around us, and especially how children learn language. Children learn the meanings of thousands of words by the time they can run down the street. Yet, these same children continuously forget where they left their hats and coats. Yurovsky’s work aims to explain this puzzle from a systems perspective: successes (and failures) of learning emerge from the coordination between cognitive constraints and the learning environment.

Yurovsky’s research combines behavioral and eye-tracking experiments with infants, children, and adults and computational models that describe the connection between learners and their environment. For example, in one line of research, Yurovsky and his collaborators have been investigating the ways in which parents tune their communication to support communication with their children. This work shows that parents are highly contingent on younger children, but provide less and less scaffolding as children become more proficient speakers and learners of language. As the head of the Communication and Learning Lab, Yurovsky is excited about applying new Big Data methods to bear on classic questions in developmental psychology.
Collaborative Teaching at Chicago

When are two teachers better than one? Faculty in the psychology department have brought collaborative science into the classroom by offering innovative courses that draw from the knowledge of faculty in different areas. Unlike team teaching, in which two professors have expertise in a topic and share responsibility for curriculum development and instruction, collaborative teaching allows two faculty members to offer a course that neither one could teach alone. Several recent courses highlight how this approach to teaching provides faculty and students with exciting new ways to examine and contextualize the material.

Several years ago, Susan Goldin-Meadow and Sarah London faced head on the fact that one of the most meaningful and complex of human behaviors, the production of learned communication patterns, is also performed by songbirds. In their graduate seminar, *From Birds to Words: How Do Communication Systems Come About?*, students learned that both songbirds and humans come into the outside world at a very early maturational stage, rely on parental care for an extended period of development, and acquire meaningful communication patterns via social interactions with others in their community, optimally as juveniles. The seminar critically probed the depth and extent of these similarities, as well as the parallels in the biological underpinnings of learned communication, and considered timescales that ranged from moment-to-moment to evolutionary. London, an expert in the mechanisms underlying bird song, and Goldin-Meadow, a leader in the field of language development, brought their expertise and their perspectives to these questions, creating an engaging weekly intellectual collaboration. Although songbirds are obviously not humans, the course demonstrated the value of drawing analogies between species and using advances in one field to promote progress in the other.

In another recent graduate course offered this past Autumn, *Quantitative Methods in Cognition and Perception*, Marc Berman and Steve Shevell gave students with a solid math background a rigorous introduction to topics such as signal detection theory, Fourier analysis, and multivariate methods and fMRI. In the past, students often had to learn these topics on their own or pick them up working within an individual laboratory. By taking this collaborative course, students were able to learn modern approaches to research design and analysis. When Berman and Shevell first discussed the course, they realized neither of them was an expert in all of the topics they wished to cover. A collaborative course was a natural fit because it provided students with instruction from a real expert in every topic, and also allowed Berman and Shevell to learn from each other.
Faculty in the Department have also been involved in teaching collaborative courses to undergraduates called Big Problems courses. Big Problems courses are designed to be capstone explorations of issues that by their very nature cut across disciplines and take fundamentally different approaches to the questions they address. One such course that has now been offered twice, *Understanding Wisdom*, was taught most recently by Anne Henly, Senior Lecture in Psychology and the College, and Clark Gilpin, an emeritus professor in the Divinity School.

For this topic it was clear both humanities and sciences had much to offer the question of what guides wise reasoning, judgment, and behavior. However, the goal in exploring the nature of wisdom was to go beyond a simple, side-by-side presentation of perspectives from philosophy, religious thought, and psychological science, and to engage students in the practical application of these perspectives to the complex and seemingly intractable issues encountered in life.

To be sure, collaborative teaching can always benefit from the specialized expertise and knowledge each instructor brings to bear on the topic, but Gilpin and Henly wanted to avoid classroom discussions devolving into disjoint, didactic monologues from their respective fields. To accomplish this they used current issues (The Campus Ethos and the Aims of Education), essays (Martin Luther King’s Letter from a Birmingham Jail), and even popular movies (Dead Poets Society), to provide common ground for organizing discussions and to illustrate the nature of wisdom, its antecedent conditions, and the processes central to its practice. Using cultural prototypes in this way not only helped students develop a deeper understanding of abstract and esoteric concepts, it allowed Gilpin and Henly to exemplify for the students the analytic application and integration of very distinct theoretical perspectives and methods, and to illustrate how such vastly different approaches to understanding complex aspects of human nature can be mutually enlightening.

Collaborative teaching across a disciplinary chasm of this breadth requires a great deal of joint study, reading, and planning. But perhaps more importantly, it requires what is often referred to in wisdom studies as epistemic humility—a willingness not only to learn about another field’s approach, but to actually take seriously and learn from its answers to our questions.
Periodically, faculty in the Department of Psychology have the opportunity to take a sabbatical to focus on their scholarly interests without the usual responsibilities of teaching and service. The sabbatical time allows faculty time to pursue their current research with a greater intensity and develop new projects. Here we highlight the accomplishments of Jean Decety and Leslie Kay during their 2015-2016 sabbatical year.

Jean Decety, the Irving B. Harris Distinguished Professor of Psychology and Psychiatry and the Director of the Child Neurosuite, was on sabbatical last academic year in South Africa. During this time, Dr. Decety continued a long-term collaboration with colleagues in Psychology and Psychiatry at the University of Cape Town (UCT). Together they examined the relation between empathy and forgiveness in victims of the apartheid era. To do this, the project used functional MRI and psychiatric assessments, as well as video footage from the Truth and Reconciliation Commission (a court-like restorative justice body assembled in South Africa in 1994, following the abolition of apartheid).

Beyond continuing existing collaborations, Dr. Decety also got the chance to start a new project during his sabbatical. The new project aims to better understand the impact of undernourishment and hunger on children’s moral cognition and behavior in several regions of the world (South America, Africa and South East Asia) where undernourishment is a dramatic problem, according to the World Health Organization and the United Nations. In addition to research, Dr. Decety also enjoyed teaching during his time in Cape Town. He taught a class on “Naturalizing Morality” that integrated multiple disciplines including evolutionary biology, developmental psychology, neuroscience, and neuroethics. He also gave a series of seminars at the African Leadership Academy in Johannesburg. Finally, Dr. Decety along with his wife and son (now a freshman at Bard College) had a wonderful time visiting many parts of South Africa, Namibia, Botswana and Tanzania. They were captivated by the exceptional beauty and vibrant energy of Africa!

Leslie Kay was on leave for most of the last academic year. In her laboratory she studies the behavioral neurophysiology of the rat olfactory system and the ways in which cognitive context modifies the function of neurons and neural populations at even the earliest...
stage in the olfactory system. Because her research involves intense laboratory work and technology development,

Dr. Kay’s leave allowed her to spend much needed time in the lab. As a result, Dr. Kay has now implemented new technology into her research (optogenetics), which allows her to selectively silence specific connections in the olfactory system for brief periods (50-500 msec) to test hypotheses regarding the necessity and timing of specific interactions among brain areas. She was also able to complete two important papers that have been published recently (Frederick et al., J Neuroscience 2016 and Osinski & Kay, J Neurophysiology 2016). These papers form the foundation for new work in the lab, which is ongoing. In addition, Dr. Kay also took this time to start a new collaboration on multisensory interactions in the taste and olfactory systems with Don Katz at Brandeis University. They submitted a proposal for funding to the NSF this past summer, and are waiting to hear the outcome.
Friends and Alumni Support the Department

Norman H. Anderson Awards

For the sixth year, the Department of Psychology awarded Norman H. Anderson funds for domestic conference travel and research-related expenses. This past year twenty-two awards were made to graduate students and five to undergraduates. Students presented their research at nine different conferences across the country including meetings for the Society for Neuroscience and Social Neuroscience, the Cognitive Development Society, and the Society for Personality and Social Psychology to name a few. Seven graduate students had the opportunity to pursue original lines of research in their labs with Anderson funding. The projects this past year included a study on the perceptual feature recombination and false memory creation, a study on causally determining the role of dorsolateral prefrontal cortex (dPFC) in retrieval monitoring by using transcranial direct current stimulation (tDCS) to selectively stimulate the region, a study on mechanisms of insight learning, and a study on gesture and learning. We are excited to see the many publications and conference presentations that have resulted from this opportunity for graduate students to explore independent research programs.

Earl R. Franklin Fellows

Earl R. Franklin, an alumnus of the College, established a fellowship in 2006 that awards students in the Departments of Psychology and Comparative Human Development merit based funding to conduct summer research. The Psychology Department selected four Franklin Fellows for 2016. This summer Xanthe Gallante worked with Dr. Jean Decety to explored how contextual information is incorporated in resource decision making tasks in young children. Annie Hao’s project with Dr. Miwa Yasui and Dr. Richard Shweder explored possible differences in stigma towards mental health treatment between Chinese International and Chinese American young adults, considered in relation to possible differing cultural orientations. Haozhe Shan’s research with Dr. Peggy Mason focused on a rodent model of social rejection, and the gut microbiota basis of rat social preference. Finally, Zachary Trail worked with Dr. Alex Shaw to explore children’s understanding of moral hypocrisy and the possible signaling benefits of moral condemnation.

Hanavi-Montgomery Summer Fellowship

In 2011, Ron Hanavi and Lisa Montgomery made a generous gift to the Infant Learning and Development Lab to support summer research projects related to child development. The Hanavi-Montgomery Summer Fellowship awards a summer research stipend to one
undergraduate each year to support a student's research in an area of interest without having the burden of needing to find additional summer employment. This year, the Hanavi-Montgomery Summer Fellowship supported third-year Daniella Rodriguez who assisted with two different coding projects. One project looked at cross-cultural differences in American and Mayan children's action learning and another project at how early language experience in deaf and hearing children shapes children's attention to language.

**Starkey Duncan Alumni Lecture**

This past Autumn marks the fourth annual Starkey Duncan Alumni Lecture. A generous gift from the Duncan family made it possible for us to invite Marie T. Banich, who received her PhD from the Department in 1985 and is now a professor at the University of Colorado-Denver, to give a lecture. In her talk, entitled *Talking to Each Other: How Connectivity Between Brain Regions Influences Processing Capacity and Cognitive Control*, Dr. Banich discussed her dissertation research at Chicago and the work that followed, showing that communication between the multiple areas in the brain influences processing capacity. The talk concluded with a discussion of Dr. Banich's more recent research on how individual differences in brain organization and connectivity at rest can provide insights into the neural correlates of cognitive control and executive function. Following the talk, the Dr. Banich and lecture attendees gathered for a reception in the Social Sciences Tea Room.

**Starkey Duncan Award for Excellence in Undergraduate Teaching**

Every year the Department of Psychology seeks nominations from undergraduate students to recognize the important role graduate students play in their education and learning experience. The Starkey Duncan Award for Excellence in Undergraduate Teaching honors graduate student teaching assistants or instructors who have made significant contributions to their undergraduate students’ learning and engagement in psychological science. This year's award recipient was Kirsten Adam for her work as a teaching assistant for Psychological Research Methods and Sensation and Perception. One student wrote, "Kirsten was incredibly helpful, communicative, and resourceful, going above and beyond what I was expecting from a TA." Kirsten was presented with a plaque to recognize her outstanding efforts in the classroom.
Janellen Huttenlocher, pioneering scholar in childhood development, 1932–2016

Janellen Huttenlocher, a pioneer in the field of childhood development whose research explored how children acquire language, understand space and learn math, died Nov. 20 in Chicago. She was 84.

The William S. Gray Professor Emeritus in Psychology, Huttenlocher was a researcher, teacher and mentor at the University of Chicago for four decades. Her research delved into a broad range of topics such as categorization, spatial coding and memory—themes scholars continue to explore. It was marked by groundbreaking work on the role of environment in the development of language skills, including the importance of parents talking to their young children often and in complex sentences.

“Janellen was a big ideas person and had a lot of influence because of that,” said Susan Levine, the Rebecca Anne Boylan Professor of Education and Society, who worked closely with Huttenlocher. “She was a pioneer in early childhood research, including her work on language development and the effects of parents.”

Huttenlocher’s impact in the field of psychology included co-authoring the books *Making Space: The Development of Spatial Representation and Reasoning* and *Quantitative Development in Infancy and Early Childhood*, as well as publishing...
hundreds of research articles. Her scholarship spanned 60 years from her first publication in 1956 to her last in 2015.

Her work on the role of environment in the development of language skills carry on through a multi-year project at UChicago on children and language funded by the National Institute of Child Health and Human Development. The group of researchers includes Levine, Susan Goldin-Meadow, the Beardsley Ruml Distinguished Service Professor; Stephen Raudenbush, the Lewis-Sebring Distinguished Service Professor; and Assoc. Prof. Lindsey Richland.

Kelly Mix, AM’93, PhD’95, a former student of Huttenlocher’s who is chair of the Department of Human Development and Quantitative Methodology at the University of Maryland, said Huttenlocher’s research explored a broad range of topics, but was always marked by a common-sense elegance that provided simple explanations about how children develop.

“I learned so much from watching how she thought about things, how she tackled problems,” Mix said. “Janelien would always say, ‘We came for the truth.’ She didn’t want the data to support what she already was thinking, but rather, reveal what was actually happening.”

‘An eye on both adult and kid’

Huttenlocher was born in Buffalo, N.Y. in 1932. She received her undergraduate education at the University of Buffalo and married Peter Huttenlocher shortly after graduating. The couple, which their family described as best friends, collaborated on research at UChicago, where Peter was a renowned neuroscientist, pediatric neurologist and professor.

Janelien Huttenlocher came to UChicago in 1974 after earning a master’s and doctorate at Harvard University and serving as a professor of psychology and education at Columbia University.

Over the next four decades, her research explored many topics, including early mathematical thinking in children from different socioeconomic groups and the relationship between exposure and vocabulary and syntactic growth. Her work on mathematical development showed that children form mental models of sets and set transformations, and that learning of number words propelled their understanding. She also found that nonverbal mathematical thinking was much more similar across socioeconomic groups than verbal mathematical thinking.

With respect to language, Huttenlocher found that the more a parent spoke to a child, the more the child’s vocabulary grew. Her research also found that speaking in complex sentences rather than simple ones is important for the development of children’s language comprehension.
More broadly, Huttenlocher’s work challenged the idea a child’s ability to learn is driven primarily by inherited traits. In one example, her research found that children's ability to learn fluctuates depending on whether they were spending time in school during the school year or out of school during the summer months. The work was cited as an argument for year-round schooling.

“She was really ahead of her time in wanting to understand childhood development and adult cognition,” said Nora Newcombe, the Laura H. Carnell Professor of Psychology at Temple University, who collaborated with Huttenlocher in researching spatial development and spatial cognition. “She always kept an eye on both adult and kid. Even today they are very separate worlds.”

Besides her prolific career as a researcher, Huttenlocher helped draw top psychology scholars to UChicago and mentored and taught many students, influencing new generations of psychologists who are on the faculty at universities and colleges across the country. Even into retirement, she remained an active research collaborator and frequently attended colloquia and the weekly developmental seminar in UChicago’s Department of Psychology.

Newcombe described Huttenlocher as having a keen mind and a love of classical music and the arts. She also was deeply devoted to her children.

Huttenlocher was preceded in death by her husband [https://news.uchicago.edu/article/2013/08/19/peter-huttenlocher-pediatric-neurologist-1931-2013](https://news.uchicago.edu/article/2013/08/19/peter-huttenlocher-pediatric-neurologist-1931-2013). She is survived by her children: Daniel, Anna and husband Andrew, Carl and wife Tami, and six grandchildren.

A memorial service will be held at 2 p.m. Jan. 28 at Montgomery Place, 5550 S. Shore Drive, Chicago. In lieu of flowers, donations can be made to the University of Chicago Department of Psychology.