Curriculum Vitae Patricia Marks Greenfield

Department of Psychology

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POSITIONS: 2005-present Distinguished Professor of Psychology, UCLA

2023-2024 Associate, Dept. of Evolutionary Biology, Harvard University

2021-2023 Visiting Scholar, Dept of Evolutionary Biology, Harvard University

1978-2005 Professor of Psychology, UCLA

(1987-1989, 2001-2003, Chair, Developmental Area, Department of Psychology)

1974-1978 Associate Professor of Psychology, UCLA

2002-2003 Founding Director, FPR-UCLA Center for Culture, Brain, and

2006-2007 Development

2001-present Founding Director, Children’s Digital Media Center @ Los Angeles

1973-1974 Assistant Professor of Psychology, Merrill College, University of California, Santa Cruz

1972-1973 Acting Assistant Professor, Department of Psychology, Stanford University

1971 Visiting Lecturer on Psychology, Clark University

1968-1972 Research Fellow in Psychology, Center for Cognitive Studies, Department of Psychology, Harvard University

1970 Lecturer on Social Relations, Harvard University

1967-1968 Research Associate, Research and Development Center in Early Childhood Education, Syracuse University

EDUCATION

AND

DEGREES: 1958-1962 Radcliffe College. Field of concentration, Social Relations. A.B., *summa cum laude*.

1962-1963 Harvard University, Department of Social Relations

1963-1964 Institut d'Etudes Pedagogiques, University of Dakar, Senegal

1964-1966 Ph.D from Harvard in Social Psychology/Personality Research

HONORS: 2023 133rd Faculty Research Lecturer (This is traditionally UCLA's highest honor for faculty research.)

2022 Honorary Fellow, International Association for Cross-Cultural Psychology (This is the Association’s highest award for research contributions to the field of culture and psychology.)

2022 UCLA Academic Senate Award for Career Commitment to Diversity, Equality, and Inclusion

2022 Jean Piaget Society Award for Distinguished Contributions to Developmental Science

2021 Award for Distinguished Contributions to the Interdisciplinary Understanding of Child Development from Society for Research in Child Development

2019 Ernst E. Boesch Prize from the German Society of Cultural Psychology, for major impact on cultural psychological research

2019 Outstanding Contributions to Cultural Psychology Award from Cultural Psychology Preconference, Society for Personality and Social Psychology Research

2015 Life Sciences Faculty Excellence Award for Educational Innovation

2014 Election to American Academy of Arts and Sciences

2013 Award for Distinguished Contributions to Cultural and Contextual Factors in Child Development, Society for Research in Child Development

2013 American Psychological Association Distinguished Scientist Lecturer

2012 Fox Memorial Lecture, Hebrew University, Jerusalem

2010 Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society, American Psychological Association, Division 7

2010 J. Arthur Woodward Graduate Mentoring Award, Department of Psychology, UCLA

2010 Psi Chi Lecturer, Western Psychological Association

2007 Selected for 27th Symposium on Eminent Women in Psychology,

American Psychological Association, San Francisco, CA

2005 R.L. Shep Award for best book of the year in ethnic textile studies, for *Weaving Generations Together: Evolving Creativity in the Maya of Chiapas* (SAR Press, 2004)

2004-2005 Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, California

1999-present Member, La Jolla Origins of Humans group

1999-2000 National Endowment for the Humanities Fellow, Resident Scholar, School of American Research, Santa Fe.

1997 Featured Researcher (international and cross-cultural child development) in exhibit on 50 Years of Developmental Psychology, Division 7, American Psychological Association, Chicago

1997-98 James McKeen Cattell Sabbatical Award

1994 Fellow, American Association of Applied Psychology

1993 D. O. Hebb Lecturer, McGill University, Montreal, Canada

1992 American Association for the Advancement of Science Prize for Behavioral Science Research. (for "Language, tools and brain: The ontogeny and phylogeny of hierarchically organized sequential behavior," *Behavioral and Brain Sciences,* 1991.)

1992 American Psychological Foundation, Distinguished Teaching in Psychology Award, American Psychological Association

1989 Fellow, American Psychological Society

1988 UCLA Gold Shield Faculty Prize for Academic Excellence ($25,000)

1988 Chosen for panel of five leading cross-cultural researchers, meeting of International Association of Cross-Cultural Psychology, Newcastle, Australia

1987 Visiting Professor, University of Rome

1986-87 *Who's Who in California, Who's Who in the West, and Who's Who in Frontiers of Science and Technology*

1986-87 Science Fellow, Bunting Institute

1986 Winner, Teaching Award for 4-year colleges and universities, Division 2, American Psychological Association

1985 UCLA Distinguished Teaching Award

1984 *Personalities of the West and Midwest*

1982 Fellow of the American Psychological Association (Developmental Psychology Division; 1996, SPSSI; 1999, Division of Media Psychology)

1980 Fellow of the American Association for the Advancement of Science

1979-1980 Visiting Researcher, Laboratoire de Psychologie Experimentale, Universite Rene Descartes, Paris

1979 *Dictionary of International Biography*

1978 *World Who's Who of Women in Education*

1977-1979 External Examiner in Psychology, University of Lagos

1970 External Examiner in Psychology, Swarthmore College

1967 First award, Creative Talent Awards Program of the American Institutes for Research (for dissertation entitled "Culture, concepts, and conservation: A comparative study of cognitive development in Senegal")

1961 Phi Beta Kappa

SELECTED

PROFESSIONAL

LEADERSHIP

POSITIONS 2000 - present Director, Children’s Digital Media Center @ UCLA

2018 - 2023 Advisory Board, *Human Behavior and Emerging Technologies*

2016-2017 President, UCLA Faculty Center Board of Governors

2014 - present Editorial Board, *Journal of Adolescent Research, International Journal of Psychology*

2012-2018 President-Elect, President, Past President, International Association for Cross-Cultural Psychology

2012-2013 Scientific Co-Chair and Local Organizer, Regional Meeting (Los Angeles), International Association for Cross-Cultural Psychology

2007-2009 Member, Board of Scientific Affairs, American Psychological Association

2001-2006 National Academy of Sciences, Board on Children, Youth, and Families

2000-2004 Founding Director, FPR-UCLA Center for Culture, Brain, and Development

2000-2006 Executive Board, International Society for the Study of Behavioral Development

2000-2015 Editorial Board, *Ethos* (Official journal of the Society for Psychological Anthropology)

1999-2004 Editorial Board, *Cognitive Development* (Official journal of the Jean Piaget Society)

1996-2000 North American Representative, Executive Committee, International Association for Cross-Cultural Psychology

1996-present Co-director of the Bridging Cultures Project

1996-1999 Board of Directors, Jean Piaget Society

1987-1993 Chair, International Committee, Developmental Psychology Division, American Psychological Association

1986-2014 Editorial Board, *Journal of Applied Developmental Psychology*

1986-1993 Executive Committee, Developmental Psychology Division, American Psychological Association

1987-1993 Chair, International Committee, Developmental Psychology Division, American Psychological Association

1972-1974 Executive Committee, International Association for Cross-Cultural Psychology

1969-1971 Editorial Board, *Child Development*

EXTRAMURAL

FUNDING:

1975-1981 Spencer Foundation (two grants)

1978, 1993, Society for the Psychological Study of Social Issues

2007

1979-1981 National Institute of Education

1989-1991 North Atlantic Treaty Alliance (NATO)

1989-1993 Spencer Foundation

1993-1994 Markle Foundation

1996-2000 Carnegie Corporation

1996-2002 Russell Sage Foundation (two grants)

* 1. Wenner-Gren Foundation for Anthropological Research

1996-2001 Far West Laboratory for Educational Research and Development

(now called WestEd)

1999-2003 National Institute of Child Health and Human Development

2001-2006 National Science Foundation (two grants)

2001-2012 Foundation for Psychocultural Research

2007-2009 UC MEXUS (two grants)

2008 Leakey Foundation

2011-2020 Saul Leshin Fund

2012-2013 UC MEXUS

2012-2017 United States-Israel Binational Science Foundation

2012-2014 Russell Sage Foundation

2012-2016 Spencer Foundation

2022-2024 Flora Foundation

2023-2028. UC Online

LANGUAGES

USED IN

RESEARCH: French, Spanish, Tzotzil, Wolof

BIBLIOGRAPHY AND CREATIVE WORK

**Books and Edited Volumes**

Greenfield, P. M. (Ed.) (2018). Cross-cultural value mismatch: A by-product of migration and population diversity around the world, Special Issue, *International Journal of Psychology*, *53.*

Greenfield, P. M. (Ed.) (2015). Social change, cultural evolution, and human development. Special section for 50th anniversary issue of *International Journal of Psychology, 50* (1).

Greenfield, P. M., Subrahmanyam, K., & Eccles, J. (Eds.) (2012). Interactive technologies and human development. A collection of papers in *Developmental Psychology.*

Subrahmanyam, K. & Greenfield, P. M. (Eds.) (2008). Developmental implications of social networking sites. Special issue of *Journal of Applied Developmental Psychology* *19*(6)*.*

Yan, Z. & Greenfield, P. M. (Eds.) (2006), Children, adolescents, and the Internet: A new field of inquiry in developmental psychology. Special section of *Developmental Psychology, 42* (3).

Greenfield, P. M. (2004). *Weaving generations together: Evolving creativity in the*

*Maya of Chiapas.* Santa Fe, NM: SAR Press.

(2010) Spanish translation: *Tejedoras: Generaciones reunidas: Evolución de la creatividad entre los Mayas de Chiapas.* Fotografía Lauren Greenfield. Translated by Francisco Alvarez Quinones. Copublication of: Sna Jtz’ibalom, Cultura de los Indios Mayas, A.C., San Cristóbal de Las Casas, Chiapas, México; Casa Chata, Centro de Investigaciones y Estudios Superiores en Antropología, Distrito Federal, México; Editorial Fray Bartolomé de Las Casas, San Cristóbal de Las Casas, Chiapas, México; Ediciones Universidad Católica de Chile, Santiago, Chile.

(2015). Tzotzil edition, translated by Xun Teratol. San Cristóbal de Las Casas, Chiapas, México: Editorial Fray Bartolomé de Las Casas.

Greenfield, P.M. & Calvert, S. L. (Eds.) (2004). Electronic technology and human development: A tribute to Rodney R. Cocking. *Journal of Applied Developmental Psychology, 25* (6).

Greenfield, P. M. & Nunes, T. (Eds.) (2003). Sociocultural construction of implicit knowledge, Special issue of *Cognitive Development, 18* (4).

Greenfield, P. M. & Cocking, R. R. (Eds.) (1996).  *Interacting with video.* Norwood, NJ:

Ablex (expanded version of Greenfield & Cocking, 1994).

Trumbull, E., Rothstein-Fisch, C., Greenfield, P.M., & Quiroz, B., (1998). *Bridging cultures between home and school: A guide for teachers*. Mahwah, NJ: Lawrence Erlbaum.

Greenfield, P. M. & Cocking, R. R. (Eds.) (1994). *Cross-cultural roots of minority child development.* Hillsdale, NJ: Erlbaum.

(2014). 20th Anniversary Classic Edition. New York: Psychology Press. (with new introduction)

Greenfield, P. M. & Cocking, R. R. (Eds.) (1994). Effects of interactive entertainment technologies on development. Special issue of *Journal of Applied Developmental Psychology, 15* (1).

Cocking, R. R. & Greenfield, P. M. (Eds.) (1994). Diversity and development of Asian Americans. Special issue of *Journal of Applied Developmental Psychology, 15*(3).

Greenfield, P. M. & Cocking, R. R. (Eds.) (1993). International roots of minority child development. Special issue of *International Journal of Behavioral Development, 16*(3)

Greenfield, P. M. (1984). *Mind and media: The effects of television, video games, and computers*. Cambridge, MA: Harvard University Press.

Spanish translation: *El nino y los medios de comunicacion*. Madrid: Ediciones Morata, 1985.

Italian translation: *Mente y media: Gli effeti della televisione dei computer e dei video- giochi sui bambini*. Rome: Armando Editore, 1985.

Japanese translation: *Mind and media: The effects of television, computers and video games*. Tokyo: Saiensu-sha, 1986.

Dutch translation: *Beeldbuis kinderen: Over de effecten van televisie, computers en computerspellen*. Nijkerk: Uitgeverij Into, 1986.

German translation: *Kinder und neue medien: Die wirkungen van fernsehen, videospielen und computern*. Munchen: Psychologie Verlags Union, 1987.

Chinese translation: *Mind and media*. Taipei: Hsin Yi Foundation, 1990.

Portugese translation: Summus Editorial, Ltde., 1988.

Greek translation published by Koutsoumbos Publishers.

French translation published by Presse Universitaire, Fribourg, Switzerland

Using television to overcome educational disadvantage: Chapter 5. Reprinted in J. P. Murray and G. Salomon (Eds.), *The future of children's television*. Boys Town, NE: Boys Town, 1984.

(2014). 30th Anniversary Classic Edition. New York: Psychology Press. (with new introduction)

Greenfield, P. M. & Smith, J. H. (1976). *The structure of communication in early language development*. New York: Academic Press.

Italian translation: *La struttura della communicazione nelle prime forma del linguazzio infantile*. Padua: Piccin Editore, 1978.

Greenfield, P. M. & Tronick, E. (1973). *Infant curriculum: The Bromley-Heath guide to the care of infants in groups*. New York: Media Projects. Second edition in paperback. Los Angeles: Goodyear Books, 1980. Now distributed by Scott Foresman.

Translated into Vietnamese. Hanoi: UNICEF, 1990.

Bruner, J. S., Olver, R. R., Greenfield, P. M., et al. (1966). *Studies in cognitive growth*. New York: Wiley.

Translated into Spanish, Italian, German, Danish, Hungarian, Russian and Japanese.

**Museum Exhibitions**

Greenfield, P. M. & Klein, K. (Co-curators) (2017) Powell Library, UCLA.

(2010-2012). Maxwell Museum of Anthropology, University of New Mexico, Albuquerque, NM. *Weaving generations together: Evolving creativity in the Maya of Chiapas*. (2004 book by same title is the catalog).

Hittleman, M., Greenfield, P., & Weinstock, M. (Co-curators) (2016). Clay sculpture by Ethiopian Israeli artists. Powell Library, UCLA. (Also shown at the Michael Hittleman Gallery - Fine Israeli Art, Los Angeles.)

Greenfield, P. M. & Resnick, M. (2016). Clay sculpture by Ethiopian Israeli Artists. Brochure for exhibition at Hittleman Gallery, Los Angeles, and Powell Library, UCLA.

**Articles**

Weinstock, M., Greenfield, P. M., & Abu Aleon, T. (2025). The importance of individual and expert knowledge grows as clan identity diminishes: The Bedouin of Southern Israel adapt to Bedouin ecology. *Journal of Intelligence, 13*(51). https://doi.org/10.3390/jintelligence13050051

Rotem, O.S., Weinstock, M., & Greenfield, P. M. (2024). Changes in values and ways of knowing among three generations of Israeli women of Ethiopian origin. *Current Research in Ecological and Social Psychology, 6,* 100186.

Evers, N. F.G., Evers, G.W., Greenfield, P. M., Yuan, Q., Gutierrez, F., Halim, G., & Du, H. (2024). COVID-19 increased mortality salience, collectivism, and subsistence activities: A theory-driven analysis of online adaptation in the United States, Indonesia, Mexico, and Japan. *Journal of Cross-Cultural Psychology*, *55*(3), 239-259.

El-sana, S. Patricia M. Greenfield & Michael Weinstock (2023) Ecological change, psychological mindedness, and attitudes toward school psychology: a three-generation study of Bedouin women in Israel, *Applied Developmental Science,* DOI: [10.1080/10888691.2023.2192498](https://doi.org/10.1080/10888691.2023.2192498)

Ionescu, A., Ferdui, R., Gavreliuc, A., Greenfield, P. M., & Weinstock, M. (2023). The effects of social changes on epistemic thinking across three generations in Romania. PLoS ONE, *18*(3). e0281785. https://doi.org/10.1371/journal.pone.0281785

Maynard, A. E., Greenfield, P. M., Childs, C. P., & Weinstock, M. (2023). Social change, cultural evolution, weaving apprenticeship, and development: informal education across three generations and 42 years in a Maya community. *Applied Developmental Science.* DOI: [10.1080/10888691.2022.2151445](https://doi.org/10.1080/10888691.2022.2151445)

Vasquez-Salgado, Y., Greenfield, P. M., Guan, S.-S. A., Gonzalez, L., & Tarlow, D. A. (2022). Peer-peer cultural value mismatch in the dormitory during the transition to college: Antecedents and correlates. *Journal of Intercultural Communication and Interactions Research*, *2*(1), 37-74.

Isaac, A. R., Trumbull, E. & Greenfield, P. M. (2022). Cultural values (mismatch) in two U.S. elementary school classrooms: Examining the impact of cultural theory on teaching practice. *School Community Journal. 32*(2), 9–40.

He, A., Greenfield, P.M., Akiba, A. & Brown, G. (2022). Why do many parents expect more help from their children during COVID-19? A qualitative follow-up to quantitative survey data. *Current Research in Ecological and Social Psychology.*

Bian, Q., Chen, Y., Greenfield, P. M., Yuan, Q. (2022). Mothers’ experience of social change and individualistic parenting goals over two generations in urban China, *Frontiers in Cultural Psychology.* <https://doi.org/10.3389/fpsyg.2021.487039>

Greenfield, P. M., Brown, G., & Du, H. (2021) Shifts in ecology, values, behavior, and relationships during the coronavirus pandemic: Survival threat, subsistence activities, conservation of resources, and interdependent families. *Current Research in Ecological Psychology.* doi.org/10.1016/j.cresp.2021.100017

Evers, N. F. G. & Greenfield, P. M. (2021). A model of how shifting intelligence drives social movements. *Journal of Intelligence, 9,* 62. https://doi.org/[10.3390/jintelligence9040062](https://www.mdpi.com/2079-3200/9/4/62)

Vasquez-Salgado, Y., Greenfield, P. M., & Guan, S.-S. A. (2021). Home-school cultural value mismatch: Antecedents and consequences in a multi-ethnic sample transitioning to college. *Frontiers in Cultural Psychology.*<https://doi.org/10.3389/fpsyg.2021.618479>

Evers, N. F. G., Greenfield, P. M., & Evers, G. W. (2021). COVID-19 shifts mortality salience, activities, and values in the United States: Big data analysis of online adaptation. *Human Behavior and Emerging Technologies*. DOI: 10.1002/hbe2.251

Brown, G. & Greenfield, P. M. (2021). Staying connected during stay-at-home: Communication with family and friends and its association with well-being. *Human Behavior and Emerging Technologies*. DOI: 10.1002/hbe2.246

Rhinehart, L., Vazquez, S. R., & Greenfield, P.M. (2021). The impact of screen-free zones in an undergraduate psychology classroom: Assessing exam performance and instructor evaluations in two quasi-experiments. *Teaching of Psychology,* [https://doi.org/10.1177/00986283211017443](https://doi.org/10.1177%2F00986283211017443)

Garcia, C., Greenfield, P. M., Navarro-Hernández, A. M., Colorado-García, J., & Vidaña-Rivera, T. M. (2021). Cooperative play and globalized social change: Mexican children are less cooperative in 2017 than in 1967. *Current Research in Ecological and Social Psychology, 2.* [*https://www.sciencedirect.com/science/article/pii/S2666622720300034*](https://www.sciencedirect.com/science/article/pii/S2666622720300034)

Vazquez, S. R. & Greenfield, P. M. (2021). The influence of social class on family participation in children’s education: A case study (La influencia de la clase social sobre la participación familiar en la educación de los niños: Un estudio de caso). *Revista Colombiana de Psicología, 30,* 133-147. https://doi. org/10.15446/rcp.v30n1.89185

Greenfield, P. M. (2020). Multilevel theory of emerging technologies: Implications of historical transformation for human development. *Human Behavior and Emerging Technologies, 2,* 325-335. https://onlinelibrary.wiley.com/doi/full/10.1002/hbe2.222

Levinson, J. A., Greenfield, P. M., & Signorelli, J. C. (2020). A qualitative analysis of adolescent responses to YouTube videos portraying sexual and gender minority experiences: Belonging. community, and information seeking. *Frontiers in Human Dynamics.* <https://doi.org/10.3389/fhumd.2020.598886>

Greenfield, P. M., Espinoza, G., Monterroza- Brugger, M., Ruedas-Gracia, N., & Manago, A.

M. (2020). Long-term parent–child separation through serial migration: Effects of a post-reunion intervention, *School Community Journal,* *30,* 267-298. <https://www.adi.org/journal/2020ss/GreenfieldEtAlSS2020.pdf>

Trumbull, E., Greenfield, P. M., Rothstein-Fisch, C., Maynard, A. E, Yuan, Q., & Quiroz, B. (2020). From altered perceptions to altered practice: Teachers bridge cultures in the classroom. *School Community Journal, 30,* 243-265. <https://files.eric.ed.gov/fulltext/EJ1257613.pdf>

Uhls, Y., Broome, J., Levi, S., Sczcepanski-Beavers, & Greenfield, P. M. (2020). Mobile technologies and their relationship to children's ability to read nonverbal emotional cues: A cross-temporal comparison. *Cyberpsychology, Behavior, and Social Networking.* [http://doi.org/10.1089/cyber.2019.0174](https://doi.org/10.1089/cyber.2019.0174)

Greenfield, P. M., Rotem, O., & Weinstock, M. (2019). Ethiopian Immigrants to Israel: The persistence and transformation of African values and practices in art and life, *Psychology in Africa, 29,* 613-624*.*

Abu Aleon, T., Weinstock, M., Manago, A. M., & Greenfield, P. M. (2019). Social change and intergenerational value differences in a Bedouin community in Israel. *Journal of Cross-Cultural Psychology, 50,* 708-727.

Greenfield, P.M. (2018). Studying social change, culture, and human development: A

theoretical framework andmethodological guidelines, *Developmental Review, 50,* 16-30.

Vasquez-Salgado, Y., Ramirez, G., & Greenfield, P. M. (2018). The impact of home-school cultural value conflicts and President Trump on Latina/o first-generation university students' attentional control. *International Journal of Psychology.*

Sherman, L.E., Hernandez, L. M., Greenfield, P.M., & Dapretto, M. (2018). What the brain 'Likes': Neural correlates of providing feedback on social media. *Social Cognitive and Affective Neuroscience, 13,* 699-707.

Greenfield, P. M. (2018). Introduction to the Special Issue - Cross-cultural value mismatch: A by-product of migration and population diversity around the world. *International Journal of Psychology,* *53,* S2, 1-2

Greenfield, P. M. (2017). Cultural change over time: Why replicability should not be the gold standard in psychological science. *Perspectives in Psychological Science, 12,* 762-771*.*

Greenfield, P. M., Evers, N. F. G., Dembo, J. (2017). What kind of photographs do teenagers "like"? *International Journal of Cyber Behavior, Psychology and Learning, 7,* 1-12. pages)*.*

Zhou, C., Yiu, W. Y. V., Wu, M. S., & Greenfield, P. M. (2017). Perception of cross-generational differences in child behavior and parent socialization: A mixed-method interview study with grandmothers in China. *Journal of Cross-Cultural Psychology, 49,* 62-81.

Sherman, L. E., Greenfield, P. M., Hernandez, L. M., & Dapretto, M. (2017). Peer influence via Instagram: Effects on brain and behavior in adolescence and young adulthood. *Child Development, 89,* 37-47.

Garcia, C., Greenfield, P. M., Montiel-Acevedo, D., Vidana-Rivera, T., Colorado, J. (2017). Implications of 43 years of social change in Mexico for the socialization of achievement behavior: Two quasi-experiments. *Journal of Cross-Cultural Psychology, 48,* 611-619.

Olson, D. R., Greenfield, P. M., Gardner, H. E., & Cole, M. (2017). In memoriam: Jerome Bruner (1915-2016), Polymath and pioneer in cognitive development and education. *Developments: Newsletter of the Society for Research in Child Development, 60,* 17-19.

Spanish translation: (2017). *Infancia y Aprendizaje, 40.*

Greenfield, P. M. (2017, February). Remembering Jerome Bruner. *APS Observer.*

Park, H., Twenge, J., & Greenfield, P. M. (2017). American undergraduate students’ value development during the Great Recession. *International Journal of Psychology, 52, 28-39.*

Greenfield, P. M. (2016). Jerome Bruner (1915-2016): Psychologist who shaped ideas about perception, cognition and education. *Nature, 535,* 232.

Sherman, L. E., Payton, A. A., Hernandez, L. M., Greenfield, P. M., & Dapretto, M. (2016). The power of the like in adolescence: Effects of peer influence on neural and behavioral responses to social media. *Psychological Science, 27,* 1027-1035.

Boz, N., Uhls, Y. T., & Greenfield, P. M. (2016). Cross-cultural comparison of adolescents' online self-presentation strategies: Turkey and the United States. *International Journal of Cyber Behavior, Psychology and Learning, 6*, 1-16*.*

Greenfield, P. M. (2016) Social change, cultural evolution, and human development. *Current Opinion in Psychology, 8,* 84-92.

Park, H., Joo, J., Quiroz, B., & Greenfield, P. M. (2015). Sociodemographic factors influence cultural values: Comparing European American with Korean mothers and children in three settings - Rural Korea, urban Korea, and Los Angeles*. Journal of Cross-Cultural Psychology, 46,* 1131-1149.

Burgos-Cienfuegos, R., Vasquez-Salgado, Y., Ruedas-Gracia, N. & Greenfield, P. M. (2015). Disparate cultural values and modes of conflict resolution in peer relations: The experience of Latino first-generation college students. *Hispanic Journal of Behavioral Sciences, 37,* 365-397.

Garcia, C., Rivera, N., & Greenfield, P. M. (2015). The decline of cooperation, the rise of competition: Developmental effects of long-term social change in Mexico. *International Journal of Psychology, 50,* 6-11.

Zeng, R. & Greenfield, P. M. (2015). Cultural evolution over the last 40 years in China: Using the Google Ngram Viewer to study implications of social and political change for cultural values. *International Journal of Psychology, 50,* 47-55*.*

Maynard, A. E., Greenfield, P. M., & Childs, C. P. (2015). Developmental effects of economic and educational change: Cognitive representation across 43 years in a Maya community. *International Journal of Psychology, 50,* 12-19.

Greenfield, P. M. (2015). Introduction to the special section: Social change, cultural evolution, and human development. *International Journal of Psychology, 50,* 4-5.

Subrahmanyam, K., Greenfield, P., & Michikyan, M. (2015). Comunicación electrónica y relaciones adolescents: Una actualización de las investigaciones existentes. *InfoAmérica, 9,* 115-130.

Uhls, Y. T., Michikyan, M., Morris, J., Garcia, D., Small, G.W., Zgourou, E., & Greenfield, P.M. (2014). Five days at outdoor education camp without screens improves preteen skills with nonverbal emotion cues. *Computers in Human Behavior, 39,* 387-392.

\*\* Article featured several times by *New York Times* and NPR. Also featured by *Wall Street Journal, Newsweek, Time Magazine, Los Angeles Times,* etc.

Uhls, Y. T., Zgourou, E., & Greenfield, P. M. (2014). 21st century media, fame, and other future aspirations: A national survey of 9-15 year olds. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace. 8*(4), article 5.

Vasquez-Salgado, Y., Greenfield, P. M., & Burgos-Cienfuegos, R. (2014). Exploring home-school value conflicts: Implications for academic achievement and well-being among Latino first-generation college students. *Journal of Adolescent Research, 30,* 1-35. doi: 10.1177/0743558414561297.

Gillespie-Lynch, K., Greenfield, P.G., & Lyn, H. (2014). Gestural and symbolic development among apes and humans: Support for a multimodal theory of language evolution. *Invited Focused Review for Frontiers in Psychology, 5.*

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Shimizu, M., Park, H., & Greenfield, P. M. (2014). Infant sleeping arrangements and cultural values among contemporary Japanese mothers. *Frontiers in Psychology, 5,* 718.

Weinstock, M., Ganayiem, M., Igbariya, R., Manago, A. M., & Greenfield, P. M. (2014). Societal change and values in Arab communities in Israel: Intergenerational and rural-urban comparisons. *Journal of Cross-Cultural Psychology.* doi: 10.1177/00220221/1455/792.

Greenfield, P. M. (2014). Socodemographic differences within countries produce variable cultural values. *Journal of Cross-Cultural Psychology, 45,* 37-41*.*

Manago, A. M., Greenfield, P. M., Kim, J., & Ward, L. M. (2014). Changing cultural pathways through gender role and sexual development: A theoretical framework. *Ethos, 42,* 198-221.

Guan, A. S., Orellana, M. F. & Greenfield, P. M. (2014). Translating into understanding: Language brokering and prosocial development in emerging adults from immigrant families. *Journal of Adolescent Research, 29,* 331-335*.*

Subrahmanyam, K., Michikyan, M., Clemmons, C**.,** Carrillo, R., Uhls, Y. T., & Greenfield, P. M. (2014). Paper versus computer screens: The impact of reading medium and multitasking on memory and report writing. *International Journal of Cyber Behavior, Psychology and Learning*

Greenfield, P. M. (2013). The changing psychology of culture from 1800 through 2000. *Psychological Science, 24,* 1722-1731.DOI: 10.1177/0956797613479387

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