

July 5 - 13, 2018
Château de Bossey (Switzerland)

8th
in **International Summer School**
AFFECTIVE SCIENCES
ISSAS 2018

The development of emotions

Topics include:

- Theoretical and historical aspects
- Neurodevelopmental perspectives
- Affective social learning
- The development of social and moral emotions
- Play, humor and imagination
- Emotion regulation
- Psychopathologies in emotion development

Speakers include:

Keynote: Joseph Campos, Justin D'Arms, Eileen John, Paul Harris, Seth Pollak, and Amrisha Vaish

Laurie Bayet, Zanna Clay, Martin Debanné, Jenny Gibson, Claudia Haase, Elena Hoicka, Stephanie Olsen, Francisco Pons, Betty Repacholi, Carolien Rieffe, Andrea Samson, Catherine Sebastian, Daniel Vanello and Eric Walle

Scientific co-organizers

Daniel Dukes and Andrea Samson for the Swiss Center for Affective Sciences

Deadline for applications: February 18, 2018

More information: www.affective-sciences.org/issas

It is fair to say that affective scientists are yet to come to a consensus about what emotions are, let alone how emotions develop. For example, while some argue that a small number of emotions develop naturally, that they are universally recognisable and perhaps even that we share them with non-human primates, others insist that how we express ourselves is largely the product of culture and, as a consequence, that emotions themselves are essentially language-dependent. There are related questions too, like how much we rely on others when learning how to feel about values and how to act towards objects in our environment and how much in that process is down to our own, idiosyncratic musings? Furthermore, much remains to be discovered about how cognitive functioning and social relationships influence the development of our affective life, especially if they are somewhat different from typical development.

This year's International Summer School in Affective Sciences presents a very exciting opportunity to address the main theme of 'The development of emotions' in an interdisciplinary manner, with contributions from leading scholars in psychology, neuroscience and the humanities. The school will be a great opportunity to think more about the different theories of the development

of emotion, and to investigate themes like emotion regulation, affective social learning, the role of imagination, play and humour in our affective education, the role of emotional learning in the shaping of our evaluative outlook and psychopathologies of emotion development. Participants will include some of the world's leading experts in emotion development and a selected group of highly motivated, promising PhD students and postdocs who are working on such topics.

The summer school consists of a series of traditional, theme-specific lectures and workshops to develop certain topics, to sharpen certain methodological skills and to learn more about tools used in the field of emotion development. Furthermore, an important part of the week will be dedicated to interdisciplinary group work where students will be encouraged to use their own knowledge and skills and the resources of the summer school to design a novel project to either theoretically or experimentally further the themes covered in the summer school. A social program will also be offered to make the summer school not only intellectually enriching, but also an excellent place to make new contacts and friends.

Prof. David Sander, Director





ECUMENICAL INSTITUTE
at CHÂTEAU DE BOSSEY

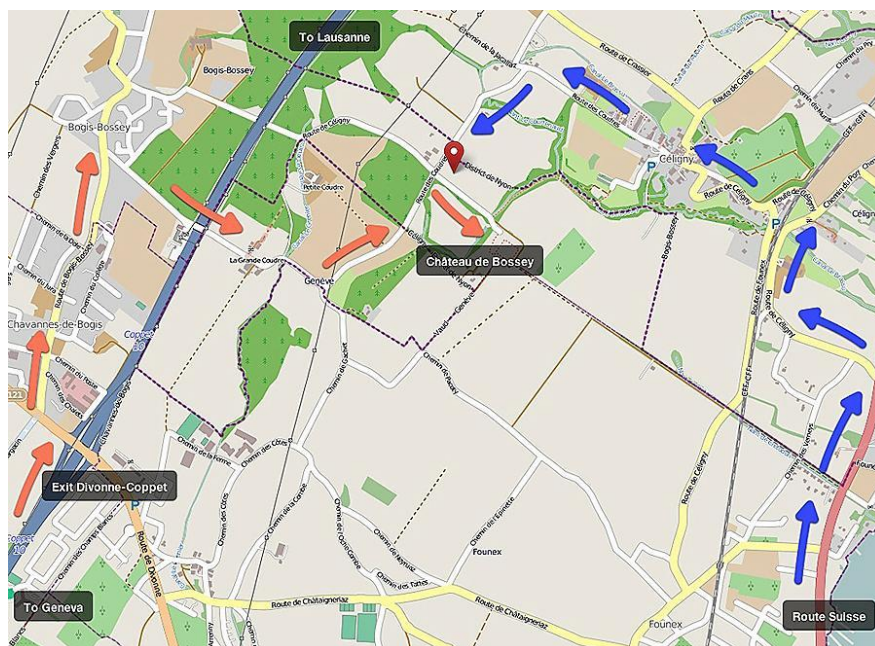
Adresse postale : PO Box 1000, CH-1299 Crans-près-Céligny, Switzerland
Adresse géographique : Chemin Chenevière 2, Bogis-Bossey, Vaud
Tel: +41 22 960 7300 Fax: +41 22 960 7367
Email: bossey@wcc-coe.org www.bossey.ch

Coming by Car or Taxi

If you are not driving yourself, make sure to inform the taxi driver that your destination is the **Château de Bossey located near Nyon** as there is another place called Bossey nearby in France.

The Château de Bossey is located **at Bogis-Bossey** between the villages of Bogis-Bossey and Céligny, in Switzerland, 2km away from A1 motorway and 20km from Geneva International Airport. The nearest motorway exit is marked Coppet-Divonne. As you exit the motorway, take the direction of the village of Chavannes-de-Bogis. As you drive through the village, you will see on your right a sign indicating "Institut Oecuménique – Château de Bossey". From there, follow the signs for about 1km to the Château de Bossey.

If you take the lake side road (route Suisse) from Geneva, drive through Versoix and Coppet, then take a left turn when you reach the sign « Céligny ». Drive north through the village of Céligny and follow the signs "Institut Oecuménique – Château de Bossey". Then turn left to the Château de Bossey.







Scientific Committee

Responsible for designing and developing the scientific program of ISSAS and selecting the participants, the Scientific Committee is composed of:

Daniel Dukes (Scientific Co-organizer)
Andrea Samson (Scientific Co-organizer)
David Sander (Director of the Swiss Center for Affective Sciences)
Fabrice Clément
Julien Deonna
Didier Grandjean
Patrizia Lombardo
Marcello Mortillaro
Cristina Soriano
Fabrice Teroni
Patrik Vuilleumier



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Organizing Committee

Daniel Dukes
Andrea Samson
David Sander
Fabrice Clément
Julien Deonna
Didier Grandjean
Patrizia Lombardo
Marcello Mortillaro
Cristina Soriano
Fabrice Teroni
Patrik Vuilleumier
Marion Gummy
Daniela Sauge



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The Château de Bossey

The Château de Bossey is located in Bogis-Bossey, 20 km away from Geneva.

It is set in an outstanding natural environment overlooking Lake Geneva and the French Alps. The 18th-century château combines traditional hospitality and a peaceful atmosphere with modern meeting facilities and comfortable accommodation.

The quality self-service restaurant offers a choice of meat, fish and vegetarian menus, as well as a salad buffet and desserts. Opening hours: **7.30 am - 9.30 am; 12 pm - 1.30 pm; 6.30 pm - 8.00 pm.**

A vending machine with snacks and drinks is available for guests when the restaurant is closed.

A free wireless network is also available for the guests of the Château.

Everybody is responsible for their personal belongings. The management can unfortunately accept no responsibility in case of loss or theft.

Phone

Emergency numbers

Police: 117

Fire department: 118

Ambulances: 144

Château de Bossey

+41 22 960 7300

Swiss Center for Affective Sciences

+41 22 379 09 31

How to call foreign countries?

Dial 00 then your country code, then your local number without the initial 0.

For example, to call the US, dial 00-1-xxx-xx-xx-xxx

Phone cards are needed in public phones.

Local shops

Epicerie de Chavannes

Route de Bogis-Bossey 18

1279 Chavannes-de-Bogis

Tel: +41 22 776 07 74

Au Marché des Corbeaux

Rime Christopher

Rue du Grand Pré 23

1299 Crans-près-Céligny

Tel: +41 22 776 66 42

Local restaurants

Buffet de la Gare de Céligny

route de Founex 25

1298 Céligny

Tel: +41 22 776 27 70

Le Café de l'Union

Rue des Artisans 20

1299 Crans-près-Céligny

Sports and leisure

The area offers possibilities for hiking and walking, cycling and mountain biking, ball sports and swimming pools.

Swimming pool in Nyon

<http://www.nyon.ch>

Opening hours: from 9h30 to 20h00

You can take a walk to the Port of Crans-près-Céligny (3km from the château) that has well frequented bathing and volley-ball possibilities. Traditional cuisine and lake fish specialties are served at the "Buvette du Port", at the port.

Buvette du Port

Route de Suisse 16

1299 Crans-près-Céligny

Tel: +41 22 776 57 62

Etiquette

Tips are not mandatory, but they are welcome in restaurants and taxis if you enjoyed the service. Tips are generally a few CHF, rounding up your bill.



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Social day - Monday 9th July

Timetable:

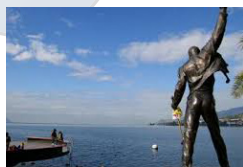
07:45 Bus leaves Château de Bossey
09:20 Bus arrives at Château de Chillon
09:30 Guided tour of Château de Chillon (50 minutes)
10:45 Leave Château de Chillon by foot to Montreux (3.4 km/ 2 miles)
12:29 Boat leaves Montreux for Lausanne-Ouchy
13:52 Boat arrives at Ouchy
13:57 Find meeting place
14:15 FREE TIME
17:45 Meet at meeting place
18:00 Bus leaves for Château de Bossey

Château de Chillon

Chillon Castle (Château de Chillon in French (said: she – on)) is located on a rock on the banks of Lake Geneva. The ‘water castle’ is the most visited historic building in Switzerland. The rock island between Lake Geneva and the steep looming mountains was inhabited even in prehistoric times. For hundreds of years the passage of ships on Lake Geneva and the important land route to the St. Bernhard Pass was controlled from this island. Chillon belonged to the Counts of Savoy from the 12th to the 16th century, then the inhabitants of Bern conquered the water castle, and subsequently the inhabitants of Vaud prevailed. The Castle is more famous in modern times for having inspired Lord Byron’s poem, *The Prisoner of Chillon*, based on the true story of François Bonivard, a political prisoner from Geneva who was released in 1536. Byron is said to have carved his name in one of the columns in the dungeon where Bonivard was detained during a few years.

We have a 50-minute guided tour in English, starting at 09:30am.

<https://www.chillon.ch/en/>



Chillon to Montreux by foot

Enjoy the gentle walk along the lake through the Montreux Riviera. While walking boots are definitely not necessary, be sure to have comfortable shoes to walk in. While there will be no rush, we don’t want to miss the boat in Montreux!

Montreux to Ouchy, Lausanne by boat

Probably the most scenic cruise on Lake Geneva is in the Haute Lac (Upper Lake) area – the part of the lake between Montreux and Lausanne. Here the Alps provide a magnificent backdrop to the south while the spectacular UNESCO World Cultural Heritage-listed vineyards of the Lavaux cover the northern banks of the lake.



THINGS TO DO IN LAUSANNE and OUCHY

Musée de l'Art Brut (price for adults – CHF 10 and for Students – CHF 5)

One of Lausanne's key museums, the Collection de l'Art Brut, housed in a magnificent mansion, is full of surprises with its unique collection of works by self-taught artists, far removed from conventional artistic codes.

A one-off in Switzerland, this unusual museum displays the creations of self-taught artists, often the marginalised, detainees or prisoners. Through the permanent and temporary collections, visitors come to reflect on and understand these artists who are not artists.

It is directly obtainable from Ouchy by public bus (number two) CHF 2.70 for a one-way ticket (no change given). Get on at Lausanne Ouchy-Olympique (Direction, Désert), get off at Beaulieu-Jomini. It takes about 20 minutes to get there.

https://www.artbrut.ch/en_GB



The Olympic Museum (price for adults – CHF 18 and for students – CHF 12)

To experience the Olympics at close quarters and feel the Olympic spirit the way the athletes felt it, to study the history of the Games from antiquity to today - thanks to the latest computer technology and audiovisual media, all of this can be accomplished in the Olympic Museum in Lausanne.

The idea of a museum dedicated to appreciating the Olympic idea goes back to Pierre de Coubertin, who revived the Olympic Games and founded the International Olympic Committee (IOC). The Olympic Museum, which was opened in 1993 in Ouchy, a district of Lausanne, reflects the spirit of the sports games which bring nations together.

This is within walking distance (10 minutes) of Ouchy. Just walk along the lake back towards Montreux. Please note: The café is expensive, even by Swiss standards but the gardens are free and are worth a visit themselves.

Park Denantou (FREE)

W. Haldimand transformed Le Denantou into landscaped gardens, with the ruins of a tower on the bank. There is a lovely collection of rhododendrons, camellias, beech trees and exotic trees. The park has a Thai pavilion, a gift from His Majesty King Bhumibol of Thailand, in appreciation of the years he spent studying in Lausanne.

It is about 10 minutes' walk (direction Montreux) from Ouchy, just after the Olympic Museum.



Social day - Monday 9th July



Bellerive Plage (price for adults – CHF 6 and for students – CHF 4.50)

Since 1937, Bellerive-Plage swimming pool has been synonymous with the art of doing nothing in Lausanne. Extended in 1964 during the National Exhibition, it is the ultimate meeting place for families, the young and the not-so-young. Ideally located by the lake, its vast ex-

panses of greenery and its three large pools, one with a ten-metre diving board, attract up to 8,000 people on the hottest days.

It is about 10-15 minute walk (direction Geneva) from Ouchy.

A cheaper (free) **option** is to walk beyond the Bellerive Plage complex to **Vidy** where there are public beaches. Walking to Vidy and beyond would be a wonderful way to discover more of the lakeside.

Old town

Take the metro from Ouchy-Olympique to Riponne-Maurice Béjart and find your way to the cobbled Place de la Palud, a great place for people watching: with shopping streets cascading through the square from all sides, plenty of pavement cafés and the handy Fontaine de la Justice usually ringed with promenaders perching on its wide rim, it's a tempting place to take a break for a reviving café renversée. Every hour, on the hour, mechanical figures emerge on the wall behind the fountain for a little chiming display. Dominating the south side of the square is the arcaded Hôtel de Ville (Town Hall), built in 1675 on the site of a covered marketplace dating back to the fourteenth century.

Stairs lead up from both Place de la Palud and Place de la Riponne to the higher points of the Old Town. The atmospheric Escaliers du Marché, covered wooden stairs heading up from Palud, deliver you to Rue Viret, circling around the pinnacle of the hill, from where more stairs bring you up to the Cathédrale Notre-Dame (daily 8am–7pm), generally acclaimed as Switzerland's finest Gothic building, on a par with the greatest of French Gothic architecture.

It will be easy and fun to get lost in Lausanne's winding streets. ***Just make it back to Ouchy in time for the bus back to Bossey!***

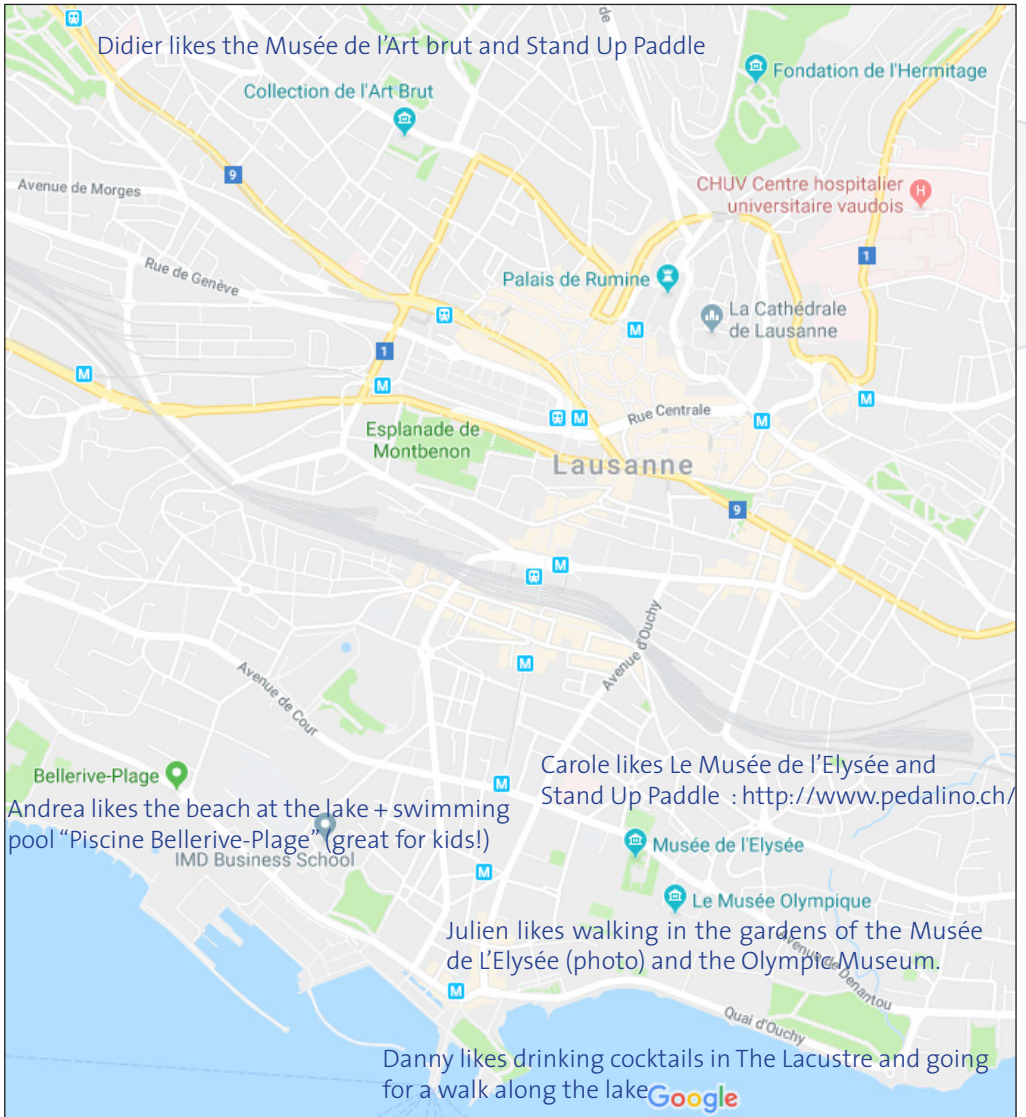
Cafés, Restaurants



If you have had enough travelling and want to take the weight of your feet you can sit and look at the mountains and watch the people go by from one of Ouchy's numerous bars and cafés. We would recommend the terrace of The Lacustre in Ouchy with a wonderful view of the lake and mountains and if you are near the old town, either The Great Escape or the terrace of the Le Pavillon (both around the Place de la Riponne), but it is difficult to go wrong with any of the bars and restaurants open in summer. Just find a chair and get yourself something to drink!

(While there may be table service during the day, you may have to go to the bar to get served.) If it is ice-cream you want, the world famous Mövenpick ice-cream can be served at the Mövenpick hotel in Ouchy but if you prefer something more artisanal, there is an excellent place within a couple of hundred metres (yards) of where we arrive in Ouchy with the boat.

Special tips for you from our team:





Justin D'Arms

Professor
The Ohio State University
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Justin D'Arms is a Professor of Philosophy at Ohio State University. His research addresses questions in ethics, moral psychology, metaethics, evolutionary theory, and the theory of emotions. Among other projects, he has written (and co-written) a series of papers articulating and defending rational sentimentalism, a theory of value according to which various human values are best understood as a distinctive sort of rational standard for emotional responses. The importance of these values for us depends upon our emotional repertoire, but the actual emotional responses we have can do better or worse at reflecting what is shameful, disgusting or enviable, for instance. At ISSAS, he will address respects in which a person's dispositions to emotions shape and are shaped by reasons and reasoning, and the relationship between these emotional dispositions and her evaluative perspective.



Paul Harris

Professor
Harvard University
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Paul Harris is a developmental psychologist with interests in the development of emotion, imagination and cognition. In 1980, he moved to Oxford where he became Professor of Developmental Psychology and Fellow of St John's College. In 2001, he migrated to Harvard where he holds the Victor S. Thomas Professorship of Education. He is a Fellow of the British Academy and the Norwegian Academy of Science and Letters. His book on children's understanding of emotion – 'Child-

ren and Emotion' – appeared in 1989 and his book on play and imagination – 'The Work of the Imagination' – in 2000. He currently studies how young children learn about history, science and religion on the basis of what trusted informants tell them. His latest book – 'Trusting what you're told: How children learn from others' – was published by Harvard University Press (May, 2012). It has received the Eleanor Maccoby award from the American Psychological Association and the Book Award of the Cognitive Development Society. In 2015, he was elected to the American Academy of Arts and Sciences.



Eileen John

Associate Professor
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Eileen John is a Reader in Philosophy at the University of Warwick. Her research concerns the importance of art and literature to cognition, philosophical inquiry, and ethical life. Some recent work has concerned eros and morality, ethical disagreement, empathy, defective action, and how we can care about fictional characters. She has written on and continues to be interested in old, still hard questions about learning from fiction and the relations between art and morality. She is Co-Director of the Centre for Research in Philosophy, Literature and the Arts at Warwick, and she co-edited the Blackwell Philosophy of Literature anthology.



Seth Pollak

Professor
University of Wisconsin
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Seth Pollak is the Letters and Science Distinguished Professor of Psychology and Professor of Pediatrics, Anthropology, Neuros-

science, and Public Affairs at the University of Wisconsin – Madison. He earned dual Ph.D.s from the University of Rochester in brain & cognitive sciences and in child clinical psychology before completing an internship in pediatric neuropsychology at the University of Toronto. Dr. Pollak has been a Visiting Professor of Neurology and Neurosurgery at the Montreal Neurological Institute, a visiting fellow at the American Academy in Rome, and a Visiting Scientist in pediatric neuroscience at the Vatican's Bambino Gesù Pediatric Hospital in Rome. Dr. Pollak's research focuses on the influences of social risk factors on children's brain and behavioral development, with particular focus on emotions, learning, and children's health. Dr. Pollak has been the recipient of a National Institute of Mental Health fellowship in developmental psychopathology, the Boyd-McCandless Award for Distinguished Contributions to Child Development, the American Psychological Association's Distinguished Early Career Award, as well as the Chancellor's Distinguished Teaching Award from the University of Wisconsin. Dr. Pollak is a Fellow of the American Association for the Advancement of Science and the Association for Psychological Science. He currently serves on the Governing Council of the Society for Research in Child Development.



Vasu Reddy

Professor
University of Portsmouth
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I completed my Bachelors degree in Psychology, English Literature and Political Science and my Masters in Psychology in India, and then went to Edinburgh to do a PhD. I have been interested in the origins and development of social cognition, mainly in young infants for three decades now, and have been exploring the role of emotional engagement in social understanding. I focus on everyday,

ordinary engagements (such as teasing and clowning and showing-off or feeling shy) which often tend to get ignored in mainstream theories. My interest in engagement as the route to understanding has led me to questions about the nature and influence of culture on social understanding. In *How Infants Know Minds* (HUP 2008) I argue for a second-person approach to knowing minds, a dialogical and emotion-based route to an old problem. I am Director of the Centre for Situated Action and Communication at the University of Portsmouth.



Amrisha Vaish

Assistant Professor
University of Virginia
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Amrisha is an Assistant Professor of Psychology at the University of Virginia, where she directs the Early Social Development Lab. Her research focuses on social and moral development, particularly on the emotions and motivations underlying young children's moral behaviors. She earned her Ph.D. in Psychology from the Max-Planck-Institute for Evolutionary Anthropology, Leipzig, under the supervision of Prof. Mike Tomasello. Amrisha has published over 40 articles in journals such as *Psychological Bulletin*, *Psychological Science*, *Child Development*, and *Developmental Psychology*. She has received the APA Division 7 Dissertation Award, the SRCD Outstanding Doctoral Dissertation Award, and the APS Janet Taylor Spence Award for Transformative Early Career Contributions.

In her presentation, Amrisha will consider how social emotions can motivate moral behavior, and will present research demonstrating that they do so from early in development. This work shows that social emotions are vital mechanisms that help safeguard human morality and cooperation.

**Zanna Clay**

Assistant Professor
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I am a comparative and developmental psychologist, and Assistant Professor in the Psychology Department at Durham University, UK. Using the comparative developmental approach, my primary interests include the evolution and development of empathy, socio-emotional processes and language. I specialise in great ape behaviour, with particular expertise on bonobos. I completed my doctoral work at the University of St Andrews with Prof Klaus Zuberbühler investigating bonobo vocal communication and language evolution. For my post-doctoral research, I worked with Prof Frans de Waal at Emory University, Atlanta (USA) to examine empathy and socio-emotional development in bonobos. I subsequently conducted post-doctoral research at the University of Neuchâtel (Switzerland) studying wild bonobo communication. Before joining the Faculty at Durham, I completed a Marie Curie Research Fellowship at the University of Birmingham examining the evolution and development of cultural cognition through comparisons of great apes and children.

**Fabrice Clément**

Professor
Université de Neuchâtel
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After a first training in anthropology and sociology, I took a long «detour» by philosophy of mind and developmental psychology to better understand the nature and development of beliefs, insisting on the role of emo-

tions in these processes. One of my central current interests is... interest: how to explain that individuals develop interest in a particular topic or activities?

**Florian Cova**

Senior Researcher
University of Geneva
florian.cova@unige.ch

Florian Cova is a senior researcher at the Swiss Center for Affective Sciences. He is trained in philosophy and cognitive science, and has conducted interdisciplinary work at the intersection of both fields. He has worked on a wide variety of topics such as moral psychology, action theory, free will, empirical aesthetics and emotion psychology. He has been the coordinator of the XPhi Replicability Project, an international attempt at estimating the reproducibility of experimental philosophy, and is now co-coordinator for a wide meta-analysis project on the relationship between cognitive styles and utilitarian moral judgment.

**Martin Debanne**

Associate Professor
University of Geneva
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Martin Debanne is Associate Professor and director of the Developmental Clinical Psychology Research Unit at the Faculty of Psychology and Educational Sciences, University of Geneva (Switzerland). He is also Senior Lecturer at the Research Department of Clinical, Educational, and Health Psychology, University College London (UK). His research activities focus on developmental psychopathology, examining the deve-

lopmental roots of severe disorders in the psychosis or personality spectrum disorders. His team's scientific projects involve a number of different methodologies, including but not restricted to clinical measures and cognitive paradigms, as well as structural and functional neuroimaging. He is involved in a number of longitudinal projects following youth cohorts with clinical risk (schizotypy, borderline or antisocial traits) or genetic risk (22q11.2 Deletion syndrome) for severe psychopathology.

Martin Debbané is a trained and licensed psychodynamic psychotherapist, acting as associate, supervisor and trainer in mentalization-based therapies at the Anna Freud Centre in London (UK), as well as in the francophone network for mentalization-based therapies.



Sylvain Delplanque

Senior Researcher
University of Geneva
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I studied human physiology and psychophysiology at the University of Lille¹ (Lille, France), completed postgraduate studies in neuropsychology and cognitive neuroscience, and received a PhD in cognitive sciences from the University Pierre et Marie Curie (Paris, France) in 2004. I then joined the Swiss Center for Affective Sciences at the University of Geneva as a post doc. I am now a senior researcher in the Swiss Center for Affective Sciences where I coordinate a scientific project EmOdor (Emotion & Odor). I am particularly interested in central and peripheral psychophysiological markers of Emotional responses.



Julien Deonna

Professor
University of Geneva
Julien.Deonna@unige.ch

Prof. Julien A. Deonna works in the philosophy of mind, in particular the philosophy of emotions, on moral emotions and moral psychology. His work reflects the ambition of taking seriously the phenomenological, ordinary language and empirical dimensions of the emotions in the various philosophical discussions in which they are central. In addition to many articles in the area, he is the co-author of *In Defense of Shame* (OUP, 2011) and *The Emotions: a Philosophical Introduction* (Routledge, 2012). He is also very interested in the phenomenon we refer to with the expression 'being moved'.



Daniel Dukes

Postdoc
University of Geneva
daniel.dukes@unige.ch

Widely published, very wise and really in-shape are just three of the things Danny would like to be. After receiving an MA in Economic and Social History (Edinburgh University), Danny worked in special education in Germany and Switzerland, particularly with psychotic young adults, and children with ASD. As part of his studies under the supervision of Fabrice Clément in affective science, Danny spent 12 months in Joseph Campos' lab (UC Berkeley) before being awarded his doctorate from Neuchâtel University in 2017. While he is not co-organizing summer schools, Danny spends most of his time at Amsterdam University where he is a postdoc in Agneta Fischer's lab. He will begin a postdoc in December 2018 with Brian Parkinson

(Oxford University) until August 2019. He is already happy to accept offers of work from September 2019, but if no work is found, he will just concentrate on getting into shape. <https://dukes.space>



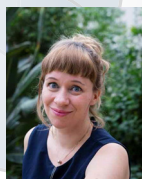
Jenny Gibson

Lecturer

University of Cambridge

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I am a Principal Investigator leading the Social Play; Social Lives research strand at the centre for research on Play in Education Development and Learning (PEDAL), at the Faculty of Education, University of Cambridge. I am interested in understanding how social play acts as a context for children to hone and develop their skills in self- and peer-regulation. My research focuses on the interplay between linguistic and social development in children and how these influence later emotional adjustment.



Claudia Haase

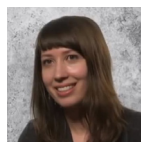
Assistant Professor

Northwestern

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I am an Assistant Professor of Human Development and Social Policy and (by courtesy) Psychology at Northwestern University where I direct the Life-Span Development Laboratory. My research program examines age-related changes, sources, and consequences of individual differences in emotion and motivation across the life span in individuals and couples. My work uses multiple methods (i.e., rating dials, behavioral observations, autonomic physiology, genotyping, structural neuroimaging, questionnaires), diverse study designs (e.g., experimental and longitudinal), and single-subjects as well as

dyadic approaches. Much of my research has been devoted to understanding how basic paradigms and insights from affective, relationship, and motivation science can be used to understand adaptive development across the life span. More recently, I have started to apply this knowledge to examine psychopathology across the life span, including psychopathology in adolescence and young adulthood (i.e., youth at ultra-high risk for the development of psychosis) and neurodegenerative disease in late life (i.e., Alzheimer's disease, frontotemporal dementia). My research is funded by the National Institute of Mental Health, the Brain and Behavior Research Foundation, and the Retirement Research Foundation.



Elena Hoicka

Senior Lecturer

University of Bristol

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Dr Elena Hoicka is a Senior Lecturer in Psychology in Education at the School of Education, University of Bristol. Dr Hoicka is a world leader on early humour development. Her work uses experimental, observational, and parent report measures to understand how humour first develops. Her research suggests that humour develops in the first year, and that parents have an important role to play in scaffolding early humour. Additionally, her research demonstrates that children as young as 2 years can invent their own novel jokes. Dr Hoicka has been published in *Child Development*, *Developmental Science*, and *Developmental Psychology*. She has led grants as PI funded by the ESRC and the British Academy. From September 2018, Dr Hoicka will start a 1 year British Academy mid-career fellowship to examine the effects of touchscreen use on humorous and pretend play in toddlers.



Patrizia Lombardo

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Degrees from Venice University Ca' Foscari; Oxford University; École des Hautes Études en Sciences Sociales (EHESS, Paris). She has taught at Princeton University, University of Southern California (Los Angeles), University of Pittsburgh, in Departments of French; Comparative Literature; Rhetoric; History; Programs for Cultural Studies, and Programs of Film Studies. She has been teaching at the University of Geneva (Department of French) since 1996; CISA since 2007. Her main fields of research: literature, the arts, aesthetics (mainly 18th -21th centuries). Among her publications: 2003. *Cities, Words, Images*. From Poe to Scorsese. Houndsmills, Hampshire: Palgrave Macmillan. 2005. *Rallo-Dichte E., Fontanille J., Lombardo P. Dictionnaire des passions littéraires*. Paris: Belin. 2008. *The Intelligence of the Heart*, ed. Lombardo P., ("Special Issue: Emotions") *Critical Quarterly* 50-IV-Fall. 2009. *Critique ("L'Europe romantique")* 45-746 June-July, ed. with Philippe Roger.



Stephanie Olsen

Affiliate Faculty Member
McGill University
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Stephanie Olsen, Ph.D, FRHistS, is an historian at McGill University (Montreal). For six years she was a fellow at the Max Planck Institute for Human Development, Center for the History of Emotions (Berlin). Her research focuses on the historical and contextual emotional formation of children and youth,

which she has explored in two monographs, *Juvenile Nation: Youth, Emotions and the Making of the Modern British Citizen* (Bloomsbury, 2014) and *Learning How to Feel: Children's Literature and the History of Emotional Socialization, c. 1870-1970* (OUP, 2014), as well as her edited collection, *Childhood, Youth and Emotions in Modern History: National, Colonial and Global Perspectives* (Palgrave, 2015). The theoretical and methodological underpinnings of her work on historical emotions can be found in "The History of Childhood and the Emotional Turn," *History Compass* (2017), "Styling Emotions History," *Journal of Social History* (2017), and "Learning how to Feel through Play," *International Journal of Play* (2016).



Francisco Pons

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Francisco Pons (Ph.D. in Psychology, University of Geneva) is Professor of Developmental Psychology at the University of Oslo. One of his main research interests covers the development and teaching of emotional competence in typical and non-typical children and adolescents from Western and Non-Western cultures.



Betty Repacholi

Associate Professor
University of Washington
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Emotion is the broad unifying theme that ties together most of my research. Thus, I have conducted research exploring preschoolers' mental state understanding; the parent-child attachment relationship; infant

temperament; how context influences emotion perception; and the ontogeny of the human disgust response. However, my main focus is affective cognition, in particular, infants' understanding of other people's emotional expressions. For example, one line of research in my lab. has focused on a) determining whether infants' emotion concepts are simply valence-based (e.g., positive vs. negative) or whether infants understand discrete emotions (e.g., disgust vs. sadness) and b) identifying the mechanism(s) by which young children develop discrete emotion understanding. Another line of research, which I will present at the summer school, investigates infants' ability to engage in "emotionally guided" learning. In particular, I am interested in what infants learn from emotional cues gleaned from watching and listening to other people's social interactions.

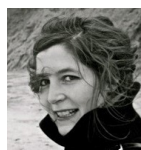


Carolien Rieffe

Professor
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Since she obtained her PhD in 1998, Carolien Rieffe has been working at different universities (Free University, University of London Institute of Education, Leiden University) as a lecturer and senior lecturer. Since 2010, Carolien have held an endowed chair at Leiden University on social and emotional development in children with auditory and/or communication impairments (funded by the Dutch Foundation for the Deaf and Hard of Hearing Child). In 2015, Carolien was made an Honorary Professor at UCL. "The research in my lab is focused on the development of emotional competence in a social context, and its links with psychopathology in children and adolescents (www.focusonemotions.nl). Comparing

patterns of development in children with and without communication impairments (e.g. hearing loss, autism, or language impairments) who experience fewer opportunities for learning in a social context, creates a natural quasi experimental setting to examine the role of the environment from birth. Outcomes based on these different groups reveal similar patterns among children with communication impairments, despite their different diagnoses."



Andrea Samson

Professor
University of Geneva
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My research focuses on affective processes such as positive emotions, humor, and emotion regulation and their relation to mental health and well-being in clinical and non-clinical populations. I am interested in socio-emotional processes in neurodevelopmental disorders (Autism Spectrum Disorder, Williams syndrome) to better understand how they relate to each other, as well as how they serve as protective or risk factors in the development of internalizing symptoms. I am also developing trainings to increase emotional competences in different populations, such as through online interventions or board games.

I completed my PhD at the University of Fribourg and did my postdoc at Stanford University. Currently, I am Assistant Professor in Psychology at the Swiss Distance Learning University and have the Ambizione Fellowship at the Swiss Center for Affective Sciences, University of Geneva. In September 2018, I will begin a SNSF funded professorship at the University of Fribourg.



David Sander

Professor
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David Sander studied mathematics and psychology at the University René Descartes (Paris, France), and received a PhD in Cognitive Sciences from the University Louis Lumière (Lyon, France). In 2002, he joined the Department of Psychology at the University of Geneva (Switzerland). He is now Professor in this Department where he directs the Laboratory for the study of Emotion Elicitation and Expression (E3Lab). In 2012, he has also been appointed Director of the Swiss Center for Affective Sciences. He is mainly interested in the mechanisms involved in emotion elicitation, and how these mechanisms modulate attention, memory, and decision-making.



Klaus Scherer

Professor
University of Geneva
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Klaus Scherer studied economics and social sciences at the University of Cologne and the London School of Economics, and obtained a Ph.D. in psychology from Harvard. After teaching at the University of Pennsylvania and the University of Kiel, he was appointed full professor of social psychology at the University of Giessen. From 1985, he has held the chair of emotion psychology at the University of Geneva with teaching and research activities focusing on the areas of emotion, stress, motivation, personality, and organisational behaviour. He has been elected honorary foreign member of the American Academy of Arts and Sciences, and

received the lifetime achievement award of the German Society of Psychology. Klaus Scherer was the founding director of the Swiss National Centre of Competence in Research for the Affective Sciences. He has conducted many research programs on the appraisal of emotion-eliciting events and on facial and vocal emotion expression. He also pursues activities directed at the practical application of research findings on the emotion mechanism. Major lines of research are directed towards system synchronization in emotion episodes and at the emotional effects of music and singing.



Catherine Sebastian

Reader
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Dr Sebastian is a Reader (Associate Professor) in Psychology at the Department of Psychology, Royal Holloway University of London. She studied Experimental Psychology (BA) and Neuroscience (MSc) at the University of Oxford before completing doctoral and postdoctoral work in developmental cognitive neuroscience at University College London. She currently directs the Emotion, Development & Brain Lab, and her current research focuses on the development of emotional processing in both typically developing adolescents and in those with antisocial behaviour. She is particularly interested in why some young people display reactive aggression, i.e. aggression caused by threat, frustration or provocation 'in the moment'. How does such behaviour relate to the functioning of neurocognitive mechanisms underpinning emotional reactivity and regulation?



Fabrice Teroni

Professor
University of Geneva
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I work in the philosophy of mind and epistemology. My background is in the philosophy of memory, of perception and of affective states. I have published several articles and monographs on the general theory of emotions (The Emotions: A Philosophical Introduction, Routledge 2012), on the nature of shame (In Defense of Shame: The Faces of an Emotion, Oxford 2011) and on memory. Recently, I have coedited two collections: The Ontology of Emotions, Cambridge 2018 and Shadows of the Soul: Philosophical Perspectives on Negative Emotions, Routledge 2018.



Eric Walle

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My research focuses on the study of social and emotional processes in interpersonal contexts and the development of these capacities in infancy and early childhood. Utilizing a functionalist framework, I focus on the development of differential behavioral responding to discrete emotions and the role of emotion in appreciating the goals of social partners. I have also conducted research on infant sensitivity to specific cues relating to emotional communication, such as context, expressiveness, and clarity of the emotional signal, as well as parenting behaviors that facilitate individual differences in such responses. I received my B.S. from Vanderbilt University, where I worked with Professor Teddi Walden investigating social development in typically developing children and children at risk for autism. I earned my Ph.D. in Developmental Psychology in 2012 from the University of California, Berkeley, where I worked with Professor Joseph Campos on emotion and emotional development.



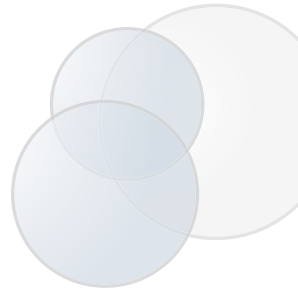
Daniel Vanello

Post-Doc
University of Geneva
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Daniel Vanello obtained his BA in Philosophy from Trinity College Dublin. He was then awarded an MPhil and PhD in Philosophy from the University of Warwick. Daniel's doctoral thesis detailed the essential role of emotional experience in acquiring an understanding of value. His current research aims to devise a unified theoretical framework to theorise the integration of emotion and reason in moral development. To this end, Daniel adopts neo-Aristotelian moral psychology to critically assess empirical studies done on the formation of the self-concept and social understanding from infancy to adulthood. His chief proposal is that the integration of emotion and reason is to be located in the formation of 'moral identity'.



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Thursday 5

13:00 - 14:30	Registration, cake and coffee
14:30 - 15:00	Welcome words
15:00 - 16:30	2 minute student talks
16:30 - 18:00	Paul Harris interviewed by Fabrice Clément
18:00 - 19:30	Dinner

Friday 6 - Theories of emotion development

9:00 - 11:00	Parallel workshops: «Psychophysiology and Emotion Development» by Sylvain Delplanque «Playing Games to Promote Emotion Development» by Andrea Samson
11:00 - 11:20	Coffee break
11:20 - 12:35	Justin D'Arms interviewed by Julien Deonna & Fabrice Teroni
12:35 - 14:30	Lunch
14:30 - 15:30	Francisco Pons
15:30 - 16:30	Eric Walle
16:30 - 17:00	Coffee break
17:00 - 18:00	Klaus Scherer «An appraisal perspective on the ontogeny of emotional competence»
18:00 - 19:30	Dinner
20:00 - 21:00	Intellectual speed dating (session I)

Saturday 7 - Emotion regulation / Social emotions and moral development

9:00 - 10:00	Stephanie Olsen
10:00 - 11:00	Claudia Haase
11:00 - 11:20	Coffee break
11:20 - 12:35	Amrisha Vaish interviewed by Florian Cova
12:35 - 14:30	Lunch
14:30 - 16:30	Student group work
16:30 - 17:00	Coffee break
17:00 - 18:00	Student group work
18:00 - 19:30	Dinner
20:00 - 21:00	Social event

Sunday 8 - Psychopathology

9:00 - 11:00	Student group work
11:00 - 11:20	Coffee break
11:20 - 12:35	Seth Pollak interviewed by Andrea Samson
12:35 - 14:30	Lunch
14:30 - 15:30	Carolien Rieffe
15:30 - 16:30	Catherine Sebastian
16:30 - 17:00	Coffee break
17:00 - 18:00	Student group work
18:00 - 19:30	Dinner

Monday 9 - Social day

Tuesday 10 - Affective social learning

09:00 - 10:00	Betty Repacholi
10:00 - 11:00	Zanna Clay
11:00 - 11:20	Coffee break
11:20 - 12:35	Vasu Reddy interviewed by Daniel Dukes
12:35 - 14:30	Lunch
14:30 - 16:30	Parallel workshops: «Emotional development and intersubjectivity» by Daniel Vanello «Developing emotions in therapy: a mentalization-informed approach» by Martin Debbané
16:30 - 17:00	Coffee break
17:00 - 18:00	Student group work
18:00 - 19:30	Dinner
20:00 - 21:00	Intellectual speed dating (session II)

Wednesday 11 - Play, humour and imagination

9:00 - 10:00	Jenny Gibson
10:00 - 11:00	Elena Hoicka
11:00 - 11:20	Coffee break
11:20 - 12:35	Eileen John interviewed by Patrizia Lombardo
12:35 - 14:30	Lunch
14:30 - 16:30	Student group work
16:30 - 17:00	Coffee break
17:00 - 18:00	Student group work
18:00 - 19:30	Dinner

Thursday 12 - Group work finale

9:00 - 11:00	Group presentations
11:00 - 11:20	Coffee break
11:20 - 12:35	Group presentations
12:35 - 14:30	Lunch
14:30 - 15:00	Judges meeting
15:00 - 16:00	Group work feedback
16:00 - 16:30	Prize awards
16:30 - 17:00	Coffee break
17:00 - 18:00	Closing discussion
18:00 - 19:30	Closing dinner
19:30 - ????	Farewell party

Friday 13 - Departure



Dong An

PhD Student

Texas A&M University

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I am a PhD student in philosophy at Texas A&M University. Previously, at Peking University in China, I got my MA in philosophy, and my BA in philosophy and also in Spanish literature. My current research areas are in philosophy of emotion and value theory. In particular, I am interested in defending a neo-sentimentalist account of values in terms of fitting emotional responses. I would like to make a case where the understanding of fittingness is related to one's history, including her character trait and sensibility, as well as the contexts where these features are developed. Drawing philosophical discussions on the capability of reflection, I investigate whether this metacognitive feature is necessary for an emotional account of values. Using psychological research on mixed emotions, as well as historical and comparative cultural studies on jealousy and envy, I investigate whether it is legitimate to apply moral considerations in one's evaluation.



Fabiana Battista

PhD Student

University of Bari «Aldo Moro»

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I am a first year PhD student in Psychology at the University Aldo Moro of Bari under the supervision of Prof. Antonietta Curci. My research interest is mainly focused on emotion processing in forensic samples (i.e., children as victims of sexual abuses and maltreatments, inmates, eyewitnesses). In particular, the goal of my doctoral thesis is understanding whether and how executive functions intervene in the formation of false memo-

ries of emotional experience. I intend on investigating in depth on this topic through experimental methods, computerized tasks and verbal and visuospatial stimuli. I am also extremely interested in carrying out research on ruminative and intrusive thinking.



Beatrice Biancardi

PhD Student

CNRS-ISIR

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I am a 3rd year PhD student at CNRS-ISIR at Sorbonne University in Paris.

My doctoral research focuses on human-agent interaction, in particular I investigate how to improve the impressions generated by Embodied Conversation Agents towards the human. My main interest is on how non-verbal behaviour can influence our perception of virtual characters.

Before starting my PhD, I studied Cognitive Sciences at University of Trento, in Italy. My background plays an important role in my actual research since my approach starts from the study of social psychology and human-human interaction.

I love communicating science, especially to students and public. I worked as scientific mediator at Cité des Sciences, the Science museum in Paris, and I am always happy to be involved in events whose goal is to make science more accessible. Another of my passions is music: I play the piano and the violin.



Jonas Blatter

PhD Student

University of Bern

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I am working on my PhD project on moral philosophy about emotions. At the moment, I'm trying to find out what

makes some emotions -which we feel towards others- unfair or wrongful. What I mean by 'unfair' or 'wrongful' is that the person feeling them should not do so and can legitimately be blamed for feeling this way. A central problem for such a claim is that blaming someone for something they cannot control seems inappropriate and itself unfair. Hence, a big part of my project is concerned with what degree of control we can exert over our emotions. Emotional and moral development as well as emotional regulation help getting a clearer picture of what can and cannot be morally expected of people.



Elodie Boissard

Teaching Assistant
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After a master degree in contemporary philosophy with a thesis on emotions under the supervision of Jocelyn Benoist (Université Paris 1) and a master degree in cognitive science with a thesis in analytic philosophy on emotions in alexithymia under the supervision of Frederique de Vignemont (Institut Jean Nicod) and Lucy O'Brien (University College London), I am currently preparing a PhD thesis on emotions and moods in mood disorders and anxiety disorders.

My main interest is knowing what emotions are involved in these mental disorders and how, to better understand the nature of the emotions themselves. This is why my research is currently at the crossroads of the philosophy of emotions, the philosophy of psychiatry and the clinical and physiopathological literature on emotions in depression, bipolarity and anxiety disorders.



Constant Bonard

PhD Student
University of Geneva
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I am doing a PhD in philosophy at the Swiss Center for Affective Sciences (Geneva) and at the Centre for Psychological Philosophy (Antwerp). I work on the affective basis of human communication – on how important are our affects in understanding each other's voluntary communicative behaviors. I am interested in looking at commonalities across different media that are supposedly unique to humans, but I concentrate on a comparison between language and music.

On the side of my PhD, I am doing research in music psychology. My main project in this domain is a cross-cultural study between Carnatic music (South India) and Western classical music.

Outside academia, I play music in a few bands.

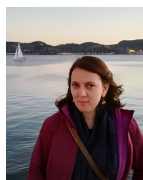


Charlotte Bourgoin

Master's Student
University Denis Diderot-Paris VII
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I am a 23 year-old soon-to-be PhD student in linguistics at Paris Diderot University. My research interests include semantics, pragmatics and French-English comparisons. My current research project focuses on the expression of empathy in intensive care units. I am mainly interested in identifying the linguistic markers of empathy as a co-construction and their impact on doctor-relatives interaction. Though I study language, I believe a multi-disciplinary approach is essential to fully grasp emotional development and communication. I am thus eager to share my

knowledge and exchange views on the matters with students from different fields of study attending the summer school.

**Monica Buta**

PhD Student
Babes-Bolyai University
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My name is Monica Buta and I am a PhD student at Babes-Bolyai University (in Transylvania, Romania). My research is centered on children's and adolescents' understanding of real and false emotional expressions. A significant part of my work so far has involved creating experimental stimuli of real and false emotional expressions in an ecologically valid manner. We are now in the process of validating a database of these stimuli so that they can be reliably used in future studies. The broader aim of my research is to examine how the ability to understand deceptive emotional expressions develops across the lifespan and to identify the mechanisms people use in order to judge the authenticity of such emotional expressions.

**Ru Ying Cai**

PhD Student
La Trobe University
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By the time of ISSAS has started, I would have just submitted my PhD thesis. The focus of my doctorate research is to assess the relationships between emotion regulation and psychological wellbeing in adolescents and adults with and without autisms spectrum disorder via self-reports and experience sampling methodology. I have also examined intolerance of uncertainty and heart rate variability along with the main constructs. Apart from doing research work, which I feel very

passionate about, I love oil painting and I'm super excited about having my first solo exhibition in Melbourne, Australia near the end of the year. I also love onshore sailing and cooking French and Japanese food, although I don't get to do much of these lately because I've been living in the US and spending most of my time working on the thesis.

**Eleonora Ceccaldi**

PhD Student
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My name is Eleonora Ceccaldi, I am currently a Computer Science and Systems Engineering Phd student at CasaPaganini InfoMus - Lab at the University of Genoa. I have a Psychology (Mind Sciences curriculum) Master degree at the University of Turin. Although from different perspectives, both my past and current research experience have revolved around the topic of affective sciences. My Phd thesis proposal regards event segmentation in movement analysis with the aim of investigating the role of emotion in event segmentation and, more generally in shaping the understanding of the ongoing situation.

My main research interests are models of emotions, emotion recognition and event understanding from a cognitive science perspective.

I am a member of the Italian Association for Cognitive Sciences.

**Solange Denervaud**

PhD Student
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Former Montessori teacher (both kindergar-

ten and elementary), I was so fascinated by children's natural tendency to explore and learn that I decided to start a scientific career to better understand the impact of school settings on child cognitive and emotional development. After a Bioengineering Diploma (EPFL), I started a Neuroscience Ph.D. project on the topic of the school environment and cognitive-emotional development (Center for Affective Sciences, University of Geneva). First, we ran a behavioral study on 148 pupils from 5 to 13 y.o., evaluating post-error processes and its affective correlates, creative thinking strategies, emotion perception, academic outcomes, executive functions and well-being at school. We are currently analyzing EEG (30 children) and fMRI (38 children) data to study multi-sensory and reward processes, as well as diffusion measures (63 children) to explore connectivity development.



Rodrigo Díaz

PhD Student

University of Bern

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I'm a PhD student at the University of Bern. In my research, I use methods from psychology and linguistics to inform philosophical issues.

Currently, I study people's understanding of emotions and its relevance for questions about (1) the nature of emotion and (2) the relationship between emotion and value.



Tiffany Doan

PhD Student

University of Waterloo

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My name is Tiffany Doan and I am a third year PhD student at the University of Waterloo in the Department of Psychology. I work under the supervision of Dr. Stephanie Denison in the Developmental Learning Lab. In the past two years, I have begun exploring children's ability to use probability to infer other people's emotions. I have specifically examined whether they use probability to make surprise and happiness attributions. My other areas of research include infants' ability to use others' emotions to predict their behaviours, infants' understanding of preferences, and how the difficulty level of different tasks influence children's exploration and self-directed learning. I am very excited to meet everyone at ISSAS 2018!



Mohsen Falahi

PhD Student

University of Geneva

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During my bachelors I was working on Mobile Robotics and during the masters I proposed a new machine learning method, called «OFTM».

Having a background in Robotics and AI with two patents and more than ten publications, I decided to change my path from engineering to neuroscience and focused on modeling financial decision making processes (a bit insane but believe me it was fun). Now I am working on a theory (I call it Golf Theory) to propose a unifying framework for studying financial decisions.

I have always been passionate about solving complex problems, working on big dreams, and building things. Also I do love playing ping-pong and hiking.



Nawelle Famelart

PhD Student
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Throughout my academic career in psychology, my research has focused on typical and atypical development of emotions in children. Convinced that research on this both topics is mutually supportive, I conducted studies to better understand the role of emotional expressions in a context of emotional regulation in children with typical development, but also in children with a rare genetic disease (for example William and Beuren syndrome).

Ultimately, my objective is to improve therapeutic care and quality of life for patients with emotional difficulties.

Currently, I carry out my thesis in the laboratory CLLE under the supervision of Pr Michèle Guidetti (CLLE UMR CNRS 5263) and Pr Maïthé Tauber (PUPH, children hospital in Toulouse). The aim of my thesis is to improve knowledge on the development of emotions in children with Prader-Willi syndrome (PWS, a rare genetic disease) and develop an intervention programme aimed to improve the emotional skills of these children.



Liudmila Gamaïunova

PhD Student
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I am a PhD student at the Faculty of Theology

and Sciences of Religions, University of Lausanne, where I am working on a research project in the field of Psychology of Religion. In the centre of my research interests are contemplative practices: techniques of training developing self-awareness, self-regulation, and self-inquiry that have been present for centuries in various religious traditions, and have recently gained popularity in secular and even clinical context. In my current research, I am investigating the mechanisms underlying the relationship between meditation and stress: cognitive appraisals, affective states, emotion regulation, and look at how contextual factors of practice impact the effects of this practice. My research project combines psychophysiological assessments (autonomic nervous system, hormones), self-report, and phenomenological approaches.



Marcello Gomez Maureira

PhD Student
Leiden University
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Marcello is a game researcher and game developer, drawn to projects that involve multidisciplinary challenges and the potential to build connections between fields. Formally trained as mechanical engineer and video game artist, he now focuses on research into the interplay between humans and interactive technology. Marcello is currently working on his PhD on the topic of invoking curiosity through digital games. In addition to this, he continues to develop games and playful interactions as part of the 2-person company «Dandy Unicorns».



Eilidh Harrison

PhD Student
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I am a PhD student in Philosophy at the University of Glasgow. Supervised by Prof. Michael Brady and Dr. Robert Cowan, the core question my research aims to address is whether emotional experience is capable of providing a positive epistemic contribution to our body of evaluative knowledge. Engaging in this project involves not only analysing various models of emotion and epistemological theses, but also involves engaging with a wider philosophical network encompassing topics such as the relationship between emotion and value, the development of moral knowledge, and the role emotional experience plays in our conception of moral and intellectual virtue. I believe that philosophical investigation of the epistemic capacity of emotion will, in turn, illuminate both the nature of emotional experience, and the legitimacy of its role in our theoretical and practical reasoning.



Jennifer Knothe

PhD Student
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I am a Doctoral Candidate at the University of California, Merced working with Dr. Eric Walte. I am broadly interested in how individuals perceive and appreciate others' emotions. Currently, I am investigating what information individuals (adults, parents, children, and infants) use to understand the relational significance of discrete emotions, such as their visual attention to and descriptions of specific expressive and contextual elements.

I am also interested in examining how such differential attention toward discrete emotion contexts influences other processes in development, such as memory and behavior in response to others emotions. Additionally, I am beginning a new line of inquiry examining infants' expectations of empathic and prosocial behavior.



Steven Lamontagne

PhD Student
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I am a PhD student in the Department of Psychology at Queen's University (Kingston, Ontario, Canada). I use an animal model to investigate the underlying neurobiological mechanisms of anhedonia, which is a major characteristic of autism spectrum disorder (ASD), major depressive disorder and schizophrenia (among other psychopathologies). Often characterized as "emotional flatlining," anhedonia is diagnostically defined as a loss of interest or pleasure in previously rewarding activities. People with anhedonia describe an inability to experience positive emotion, such as joyfulness induced by music or satisfaction from intimate relationships. For the past few years (throughout my Master of Science degree and now my PhD), I've specifically investigated an etiological theory of anhedonia that relates to stress, particularly that the emotional numbness of anhedonia is precipitated by long term (chronic) stress. Outside of the lab, I enjoy the outdoors, travelling and hockey. I'm looking forward to meeting everyone this summer!

**Felipe León**

Postdoc

University of Copenhagen

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My background is in classical phenomenology and philosophy of mind, and in the past years I have been working mostly on social cognition (i.e. our capacity to understand other people by attributing them mental states) and shared intentionality (i.e. our capacity to share mental states with other people). My current work is focused on exploring the role of second-person engagement—broadly understood as the relation one can have to someone as a ‘you’, as distinguished from the relation one can have to a ‘she’ or ‘he’—in how people come to identify with groups, and thereby adopt with others a we-perspective. The aim of my ongoing research is to approach this topic in the context of philosophical and psychological research on joint attention, shared emotions, and group identification, with a particular emphasis on the developmental route of these phenomena.

**Lana Lucic**

PhD Student

Ivo Pilar Institute of Social Sciences

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I am Lana, a psychologist and a PhD student from Croatia. I finally started working as a scientist a little over a year ago, after a long pursuit for my dream job. In everyday life I am cheerful and positive, I enjoy good laugh and food. My favourite way of spending an evening includes Bridge and glass of red wine. Professionally, I work on longitudinal well-being project, but mostly I am oriented

towards families of children with disabilities, their wellbeing, quality of life and outcomes. I am interested in meeting new people and starting new collaboration, while enlarging my knowledge.

**Tabea Meier**

PhD Student

University of Zurich

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I am currently in my second year as a doctoral student with a background in Psychology at the University of Zurich (URPP “Dynamics of Healthy Aging”), supervised by Prof. Dr. Mike Martin and Dr. Andrea B. Horn. Moreover, I am a fellow of the International Max Planck Research School on the life course (LIFE), which is a joint PhD program aimed at understanding human development. Ever since my master thesis, I have developed a great interest in emotions in the context of both interpersonal relationships and lifespan development. A particular focus of my work is placed on the role of intra- and interpersonal emotion regulation in couples to maintain well-being. From a methodological perspective, I use computerized word count approaches and smartphone technology to study emotional co-regulation and well-being in daily life. I am thus passionate about questions such as how people disclose emotions, what people’s language use may reveal about their well-being, how affective experiences evolve across the lifespan, and how intra- and interpersonal emotion regulation affect well-being.



Valeria Motta

PhD Student

University of Birmingham

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I am Valeria Motta, I am in my second year as a doctoral researcher for project PERFECT at the University of Birmingham. I received my Master in Philosophy of Biology and Cognitive Science at the University of Bristol with a thesis entitled 'Some Distinctions about Thought Insertion. Where the Clinical Consensus and Philosophical Accounts Meet'. What interested me about this symptom of schizophrenia is that our thoughts, which are regarded as intrinsically constitutive of ourselves, can also be experienced as being alien. My PhD research is on the experience of Loneliness. Just as the need for intimacy and social connection is influenced by different factors in childhood, adolescence and in the old age, loneliness is also experienced differently throughout the stages of our lives. My project investigates how this painful subjective emotional state that arises from a discrepancy between the connections people wish they had and the ones they perceive they have is experienced; what are the factors that make it arise and mechanisms that help deal with in different ages; and whether loneliness carries any benefits.



Marissa Ogren

PhD Student

University of California

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I am a current Ph.D. student in the Developmental Psychology program at the University of California, Los Angeles working with

Dr. Scott Johnson in the UCLA Baby Lab. I received my B.S. in Psychology from the University of Washington in 2012. My research focuses on early social and emotional development. Specifically, I use eye tracking and live action tasks to investigate how emotion perception develops across infancy and into the preschool years.



Maude Ouellette-Dube

PhD Student

University of Fribourg

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Having worked with Prof. Craig Smith on the I am a PhD student in ethics and political philosophy at the University of Fribourg. My primary research interests are in moral psychology, but also in moral epistemology, theory of emotions, normative ethics (Care theory) and animal ethics. I am interested in better understanding how our emotions can play a significant epistemic role in our moral lives. I suspect that we can better capture this role if we take seriously the difference between moral knowledge and moral understanding. I also think other mental states, for instance perception or attention, are central in improving our epistemic moral status. As such, I also want to see in what ways attention and moral emotions work together to improve our moral understanding. Besides philosophy, I also love hiking in the Swiss Alps, cooking for friends and working with horses.

**Amaya Palama**

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University of Geneva
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I'm a developmental psychologist and I started a Ph.D. in August 2015, under the supervision of Professor Edouard Gentaz at the laboratory of Sensorimotor, Affective, and Social development (SMAS). My thesis will focus on the developmental discrimination of emotions in infants aged 0 to 6 months through "intermodal transfer". More specifically, I am interested in whether the recognition of facial expressions of emotions in infants can be facilitated by hearing an emotional voice corresponding to the emotion expressed by the face. I also try to explore the development of this ability across the ages, since infancy to adulthood.

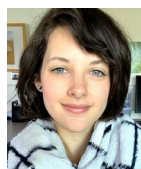
I'm also interested about the visual exploration of dynamic emotional faces.

**Emilie Qiao**

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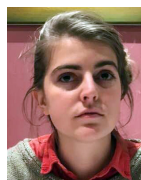
I am passionate about studying how emotions affect interactions between people and about understanding how it works in the brain. I started doing research in Paris where I got a Masters' degree in Cognitive Science. I became more interested in the development of emotions when I came to Geneva to work as a Pediatrician for one year and as a Psychiatrist for young adults for another year. I stayed in Geneva to pursue an MD/PhD in Neuroscience under the supervision of Prof. Patrik Vuilleumier. I currently use behavioral and neuroimaging tools to investigate how

emotions affect our interactions with other people. We recently showed that 1 minute of emotional movies can affect our recognition of facial expression, empathy for pain, and how we imagine others' people thoughts (Qiao-Tasserit et al., Plos One, 2017; Qiao-Tasserit et al., Neuropsychologia, 2017, Qiao-Tasserit et al., in prep.). After my PhD, I plan to specialize in Child Psychiatry.

**Ashley Ruba**

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I am a Ph.D. candidate in Developmental Psychology at the University of Washington, supervised by Dr. Betty Repacholi. Broadly, my research focuses on early social and emotional development. More specifically, I am interested in the (a) development of emotion concepts throughout infancy and childhood, and (b) interactions between emotional development and other developmental processes, such as motor and language development. My dissertation explores how infants in the first two years of life link emotional responses to eliciting events. These studies also explore the extent to which emotion concepts are shaped by nature and nurture.

**Laura Silva**

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I am Portuguese and have been in London for the past 8 years. I did my undergraduate degree in Neuroscience at UCL and then moved into Philosophy via an MA at KCL. I'm current-

ly in the third year of my PhD in Philosophy at UCL. I work on the rationality of emotions and am focusing mainly on anger in my PhD project.

Activists have long advocated the political value of anger, but this has not received sustained development in philosophy of mind or of emotions. I aim to give an empirically informed account of anger's rationality that takes social relations seriously. Feminist moral psychology and epistemology therefore inform my project. I am naturally inclined to an interdisciplinary research approach and believe this is the best way to tackle the emotions. Neuroscience and psychology are crucial to my project but anthropology and ethology are also relevant to an account of their rationality.



Almut Slizyk

PhD Student

Johns Hopkins University

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After earning an M.A. in Italian, English, and German Languages and Literatures from the Universities of Würzburg and Padova, I completed a two-year middle and high school teacher certification in the subjects of German, Italian, and English. In 2016, with the support of a DAAD fellowship, I was a guest lecturer at UW, an opportunity which motivated my interest in combining teaching and research.

Writing my Master's thesis on the formation and representation of emotions in Dante's Vita Nova first sparked my interest in our notion of self, and as a first year PhD student at Johns Hopkins University, I continued to explore this concept in the works of Bachmann, Rilke, and Proust. In my comparative dissertation I would like to focus on the transfer

of affects and emotional incongruences in self-reflective forms of writing (for example in letters by Lou Andreas Salomé).



Juliette Vazard

PhD Student

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I am PhD student working on the Negative Emotions and Well-being project (FNS) under the supervision of Fabrice Teroni and Julien Deonna. My current work focuses on the role which affective states like anxiety play in guiding our epistemic activities. I am looking at experiences of unreasonable doubt and psychopathology such as Obsessive-compulsive disorder, to highlight the consequences of dysfunctional affective dispositions on epistemic rationality. I am also interested in reflexive emotions and particularly guilt, in relation with the experience of self-control.



Katharina Voltmer

PhD Student

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I'm doing my PhD since 2014 at Leuphana University Lüneburg in Germany on young children's emotion knowledge. In the last year, my doctoral supervisor and I published a meta-analysis on the relation between emotion knowledge and three types of school success, i.e., academic success, peer acceptance, and school adjustment. My current project is to develop a new measure of emotion knowledge for children, the Adaptive Test of Emotion Knowledge (ATEM). It includes six components of emotion knowledge and has an adaptive design, which makes it

applicable for children between three to nine years. We currently use this test in a collaborative project, “feeling thinking speaking”. In this project, kindergarten teachers were schooled to support children in acquiring language abilities, emotion knowledge and scientific thinking. However, my three years old daughter and my five years old son are my favorite subjects for studying emotional development.



Giorgia Zamariola

PhD student
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My name is Giorgia, I am from Italy and I am currently on the last year of my PhD at the Université Catholique de Louvain, in Belgium. During the past three years I have conducted research on the negative emotions that can lead to overeating high-calorie food as a way of decreasing the adverse impact induced these feelings. In the light of prevention of this kind of behaviour, I have explored the potential protective and risk factors. Specifically, I have focused on interoception, defined as the ability to feel the internal bodily states, in order to investigate if this capacity is related to more efficient and adaptive emotion regulation, therefore acting as buffer against negative experiences and seeking of comfort food. Among the potential risk factors, I have studied alexithymia, which is described as the difficulty in identifying and verbalizing feelings and it is characterized by externally oriented thinking. applicable for children between three to nine years. We currently use this test in a collaborative project, “feeling thinking speaking”. In this project, kindergarten teachers were schooled to support children in acquiring language abilities, emotion knowledge and scientific thinking. However, my three years old daughter and my five years old son are my favorite subjects for studying emotional development.



Alexandra Zaharia

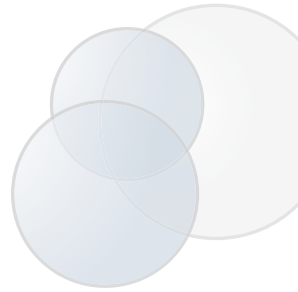
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I am a research and teaching assistant at Swiss Distance Learning University of Brig (Switzerland) and member of the Psychopathology and Emotion Regulation Group led by Prof. Andrea Samson at the Swiss Center for Affective Sciences. After obtaining my Master's degree in Affective and Clinical Psychology at University of Geneva, I first worked on an eye-tracking project investigating face processing in individuals with 22q11.2 deletion syndrome at the Developmental Imaging and Psychopathology Lab, Faculty of Medicine, Geneva.

At present, my main research topic focuses on positive emotion regulation interventions. I therefore coordinate a psycho-educational program implemented in schools and with individuals with Autism Spectrum Disorder that aims to improve socio-emotional competencies. I am further interested to develop the current training into an interactive tool (game/application) adapted for children and adolescents with and without neurodevelopmental disorders. In addition, I investigate the sensitivity to cuteness in children with ASD using eye-tracking technology.



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