

**JACOB GLASSMAN**

Boston College | Department of Psychology  
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**EDUCATION**

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<b>Doctor of Philosophy</b>	Developmental Psychology Boston College, Chestnut Hill Advisors: Dr. Katherine McAuliffe, Dr. Liane Young	Expected May 2027
<b>Bachelor of Science</b>	Psychology	2022
<b>Bachelor of Arts</b>	Philosophy Minor: Statistics University of Maryland, College Park  Advisor: Dr. Melanie Killen <i>Summa Cum Laude</i>   GPA: 4.0 Honors College Citation – Honors Humanities	2022

**RESEARCH AREAS**

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Social cognition, intergroup dynamics and conflict, intergroup conflict resolution, and moral development and reasoning

**GRANTS AND FELLOWSHIPS**

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Clough Research Fellowship: \$3,000 <i>The Clough Center for the Study of Constitutional Democracy at Boston College</i>	2024
Society for the Study of Peace, Conflict & Violence Small Grants Program: \$1,024 Project: Comparing Children's and Adult's Expectations Regarding Intergroup Conflict Resolution <i>American Psychological Association Division 48</i>	2023
Character Lab Research Network In-Kind Grant: \$6,210 Project: Perceptions of Intergroup and Interpersonal Forgiveness <i>Character Lab Research Network</i>	2023
National Science Foundation Graduate Research Fellowship: \$148,000 Project: Resolving Intergroup Conflict: The Origins of Compromise and Response to Threat <i>National Science Foundation</i>	2022
Maryland Summer Scholars Research Grant: \$3,000 Project: Contextual Status, Theory of Mind, and Children's Resource Allocation Decisions <i>University of Maryland</i>	2021
Maryland Summer Scholars Research Grant: \$3,000 Project: Children's and Adolescents' Conceptions of Wealth Inequalities <i>University of Maryland</i>	2020

## **HONORS AND AWARDS**

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University Medal Finalist (Finalist for Highest Undergraduate Honor at the University of Maryland) <i>University of Maryland</i>	2022
Outstanding Psychology Student Award <i>University of Maryland</i>	2022
Quadrangle Scholar Research Scholarship: \$40,000 (Declined) <i>University of Chicago M.A. Program in the Social Sciences (MAPSS)</i>	2022
Phi Beta Kappa Outstanding Inductee Award <i>University of Maryland</i>	2021
Phi Beta Kappa <i>University of Maryland</i>	2020
College of Arts and Humanities Dean's Senior Scholar Award: \$1,000 <i>University of Maryland</i>	2020
Honors College Citation <i>University of Maryland</i>	2020
Semester Academic Honors <i>University of Maryland</i>	2019-2022
Distinguished Dean's List of Outstanding Students <i>University of Maryland</i>	2018-2022
President's Scholarship: \$20,000 <i>University of Maryland</i>	2017
Northwest Federal Credit Union Foundation Scholarship: \$5,000 <i>Northwest Federal Credit Union</i>	2017
National AP Scholar Award <i>College Board</i>	2017
Jeff Stonerock Memorial Scholarship: \$2,000 <i>West Point Leadership and Ethics Conference</i>	2016
AP Scholar with Distinction Award <i>College Board</i>	2016

## **PUBLICATIONS UNDER REVIEW**

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Loustau, T., **Glassman, J.**, Martin, J., Young, L., McAuliffe, K. (under review). The impact of group membership on punishment vs. partner rejection. Manuscript under review.

## **PUBLICATIONS IN PREP**

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**Glassman, J.**, Syropoulos, S., Young, L., McAuliffe, K. (in prep). Personal values predict different modes of national identity across 73 countries. Manuscript in preparation.

**Glassman, J.**, Berman, E., Glidden, J., & Killen, M. (in prep). Children's understanding of compromises in intergroup contexts. Manuscript in preparation.

**Glassman, J.** & McAuliffe, K. (in prep). Children differentially expect forgiveness in interpersonal and intergroup contexts. Manuscript in preparation.

## **PRESENTATIONS**

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**Glassman, J.** (2024, July). *Children use compromise and forgiveness to resolve intergroup conflict*. Invited to Helping Kids! Lab, University College Dublin, Dublin, Ireland [Virtual].

**Glassman, J.** (2024, May). *Children differentiate between interpersonal and intergroup conflict resolution*. SaxeLab Social Cognitive Neuroscience Laboratory, MIT, Cambridge, MA.

**Glassman, J.** (2024, May). *Children differentiate between interpersonal and intergroup conflict resolution*. Psychology Graduate Research Day, Boston College, Chestnut Hill, MA.

**Glassman, J.** (2024, April). *How psychology research can make the world a better place*. Invited to speak to A.P. Psychology students at Woburn Memorial High School, Woburn, MA.

Israel, A., & **Glassman, J.** (2021, November). *Fostering A Positive Campus Climate for Jewish Students: How Psychology Faculty Can Help*. Invited to speak to the University of Maryland Psychology Faculty, College Park, MD.

**Glassman, J.** (2020, April). *Documenting American Antisemitism*. Speaker at the University of Maryland Honors Humanities Keystone Symposium, College Park, MD.

## **CONFERENCE POSTERS**

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^ indicates advised undergraduate research assistant

^Rick, S., ^Kong, E., ^Fertig, V., **Glassman, J.**, & McAuliffe, K. (2024, May). Children's expectations of trust differ in intergroup and interpersonal conflicts. Poster presented at the 2024 Boston College Undergraduate Research Day, Chestnut Hill, MA.

^Fertig, V., ^Rick, S., ^Kong, E., **Glassman, J.**, & McAuliffe, K. (2024, May). Children's expectations of intent differ in intergroup and interpersonal conflicts. Poster presented at the 2024 Boston College Undergraduate Research Day, Chestnut Hill, MA.

^Kong, E., ^Fertig, V., ^Rick, S., **Glassman, J.**, & McAuliffe, K. (2024, April). Children's expectations of forgiveness differ in intergroup and interpersonal conflicts. Poster presented at the 2024 Wellesley College Ruhlman Conference, Wellesley, MA.

**Glassman, J.**, & McAuliffe, K. (2024, March). Expectations of Forgiveness and Perceptions of Intent Differ in Interpersonal and Intergroup Contexts. Poster presented at the 2024 The Cognitive Development Society Bi-Ennial Conference, Pasadena, CA.

**Glassman, J.**, & McAuliffe, K. (2024, January). Do expectations of forgiveness and perceptions of intent differ in interpersonal and intergroup contexts?. Poster presented at the 2024 Boston College Graduate Student Interview Day, Chestnut Hill, MA.

Berman, E., Glidden, J., **Glassman, J.**, & Killen, M. (2023, May). Children recognize that ingroups may compromise in intergroup conflict even when they prefer not to. Poster presented at the 2023 Association for Psychological Science Annual Convention, Washington D.C.

Glidden, J., **Glassman, J.**, Berman, E., & Killen, M. (2023, March). Children's understanding of compromise in intergroup contexts. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.

**Glassman, J.**, Cooper, D., Glidden, J., Yee, K. M., & Killen, M. (2022, April). Children's perspective taking skills in intergroup contexts. Poster presented at the University of Maryland Undergraduate Research Day, College Park, MD.

**Glassman, J.**, Cooper, D., Glidden, J., Yee, K. M., & Killen, M. (2021, November). Experiencing gender bias is related to children's moral reasoning about resource allocation. Poster presented at the Association for Moral Education Annual Conference, virtual conference.

**Glassman, J.**, Goldberg, Z. R., Lowet, E., Selko, I., Burkholder, A. R., Sims, R. N., & Killen, M. (2021, November). Children's evaluations and reasoning about wealth inequalities. Poster presented at the Association for Moral Education Annual Conference, virtual conference.

**Glassman, J.**, Burkholder, A. R., & Killen, M. (2021, April). Children's conceptions of wealth distributions predict belief in social mobility. Poster presented at the University of Maryland Undergraduate Research Day, College Park, MD.

**Glassman, J.** & Lemay, E. P., Jr. (2021, April). Does a perceived lack of commitment from our romantic partners change how quality of alternatives is associated with relationship commitment? Poster presented at the Undergraduate Psychology Terp Research Fair, College Park, MD.

## **MENTORSHIP**

**Mentees** \*indicates honors thesis student

(1) Sabrina Rick\*, (2) Victoria Fertig, (3), Eunice Kong, (4) Chekuba Chukwuma

### **Mentee Awards**

Sabrina Rick, Advanced Study Grant: \$2,500

2024

Project: The Influence of Group Membership on Children's Expectations of Forgiveness Following Intergroup and Interpersonal Conflict

*Boston College University Fellowships*

## **RESEARCH EXPERIENCE**

### **Graduate Research Coordinator**

Supervisor: Dr. Katherine McAuliffe, Cooperation Laboratory, Boston College

*Moral Exemplars, Honesty, and Generosity*

2024-present

Collaborators: Katherine McAuliffe, Ph.D.; Richard Ahl, Ph.D.

Description: Investigate how thinking of moral role models and as one's ideal self is associated with honesty and generosity

*Personal Values and National Identification in over 70 Countries*

2023-present

Collaborators: Katherine McAuliffe, Ph.D.; Liane Young, Ph.D.; Stylianos Syropoulos, Ph.D.

Description: Investigate how different modes of national identification, attachment and glorification, are differentially predicted by openness to change and conservation values in datasets spanning over 70 countries.

*Group Membership, Forgiveness, and Intergroup Conflict Resolution*

2023-present

Collaborators: Katherine McAuliffe, Ph.D.; Sabrina Rick, Honors Thesis Student  
Description: Investigate how group membership is associated with the relationship between interpersonal and intergroup contexts and intergroup conflict resolution and forgiveness.

*Intergenerational Intergroup Conflict Resolution* 2023-present  
Collaborators: Katherine McAuliffe, Ph.D.; Liane Young, Ph.D.; Stylianos Syropoulos, Ph.D.  
Description: Investigate whether child and adult expectations and evaluation about intergenerational intergroup conflict resolution. Explore the relationship between parent sociopolitical attitudes and child conflict resolution expectations.

*Intergroup and Interpersonal Forgiveness and Conflict Resolution* 2022-present  
Collaborators: Katherine McAuliffe, Ph.D.  
Description: Investigate how children, adolescents, and adults think about interpersonal and intergroup forgiveness in the context of an ambiguously intentional transgression and how intent perceptions explain differences in forgiveness in interpersonal and intergroup contexts.

### **Undergraduate Research Coordinator**

Supervisor: Dr. Melanie Killen, Social and Moral Development Laboratory, University of Maryland

*Intergroup Compromise and Theory of Mind* 2021-present

- Collaborators: Emily Berman, doctoral student; Jacquelyn Glidden, Ph.D.; Melanie Killen, Ph.D.
- Study purpose: Investigate the role of intergroup context and theory of mind skills on children's conflict resolution decisions and reasoning
- Duties: Literature search, study design, hypotheses development, measure, protocol, and materials construction, IRB document preparation, created Qualtrics survey, data collection, data analysis and content analysis, and co-author manuscripts

### **Undergraduate Research Assistant**

Supervisor: Dr. Melanie Killen, Social and Moral Development Laboratory, University of Maryland

*Contextual Status, Theory of Mind, and Children's Resource Allocation Decisions* 2020-2022

- Collaborators: Jacquelyn Glidden, doctoral student; Kathryn Yee, doctoral student; Melanie Killen, Ph.D.
- Study purpose: Investigate the role of contextual status (being situationally advantaged or disadvantaged) on young children's resource allocation decisions, morally-relevant Theory of Mind skills, and reasoning
- Duties: Data entry, interview transcription, created coding scheme, data coding, data analysis

*Children's and Adolescents' Conceptions of Wealth Inequalities* 2020-2021

- Collaborators: Amanda Burkholder, Ph.D.; Riley Sims, doctoral candidate; Melanie Killen, Ph.D.
- Study purpose: Assess children's and adolescents' conceptions and stereotypes about wealth inequalities resulting from individual and structural sources and investigate whether those evaluations are affected by targets' racial group memberships, gender, age, and wealth status
- Duties: Created Qualtrics survey, data collection, data entry, created coding scheme, data coding, data cleaning

*Developing Inclusive Youth – Prejudice Reduction Intervention Study* 2020-2022

- Study purpose: Creating a web-based curriculum tool designed to initiate and encourage classroom conversations around increasing inclusivity and decreasing of prejudice directed at several often-marginalized groups
- Duties: Managed Qualtrics survey, created coding scheme, contributed to data collection methodology

### **TEACHING EXPERIENCE**

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**Teaching Assistant**

Fall 2022

*Boston College*

Self, Mind, and Society (PSYC1111)

Instructor: Dr. Andrea Heberlein

Enrollment: 179 undergraduate students

Duties: Graded assignments and exams, provided feedback on essays, held office hours

**SERVICE**

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Graduate Student Association Treasurer

2024-present

*Boston College Department of Psychology and Neuroscience*

Graduate Research Day Committee

2022-present

*Boston College Department of Psychology and Neuroscience*

Colloquium Committee

2022-present

*Boston College Department of Psychology and Neuroscience***SKILLS**

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*Technical Skills:* R, MPlus, SPSS, Stata, SAS, JASP, Qualtrics, Microsoft Office, Canvas*Languages:* Hebrew (advanced)