

# Peter James Aungle

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## EDUCATION

### Harvard University

#### PhD, Psychology

Cambridge, MA

Expected May 2026

Dissertation: "Embodied models of health: how attention, beliefs, and expectations interact to shape health over time"

Committee: Ellen Langer (primary advisor, committee chair), Leah Somerville, Fiery Cushman

### University of California at Berkeley

#### BA, Psychology

Berkeley, CA

May 2009

## RESEARCH INTERESTS

Psychological influences on physical health; how mindsets shape performance and health outcomes; improving health and performance by identifying and intervening on limiting beliefs

## PUBLICATIONS

Aungle, P., & Langer, E. (2023). Physical healing as a function of perceived time. *Scientific Reports*, 13(1), 22432. <https://doi.org/10.1038/s41598-023-50009-3>

Aungle, P., & Langer, E. (2024). The borderline effect for diabetes: when no difference makes a difference. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1333248>

Langer, E., & Aungle, P. (2024). How much do our thoughts shape our health? *Scientific American*. <https://www.scientificamerican.com/article/how-much-do-our-thoughts-shape-our-health/>

Aungle, P., Holmes, N., & Chen, D. (*in press*). Beyond Statistical Myopia: Replying to a Misguided Critique of Mind-Body Research. *Advances in Methods and Practices in Psychological Science*. [https://doi.org/10.31234/osf.io/mgw73\\_v1](https://doi.org/10.31234/osf.io/mgw73_v1)

Aungle, P. & Langer, E. (*under review*). *Embodied models of health: A theoretical framework of mind-body effects on health*. *[Psychological Review]* [https://doi.org/10.31234/osf.io/ubtxw\\_v1](https://doi.org/10.31234/osf.io/ubtxw_v1)

## RESEARCH IN PROGRESS

Aungle, P., Matta, PM., Loecher, M., Chen, D. (*in prep*). *A computational framework of mind-body unity: formalizing embodied models of health*.

Aungle, P., Zhang, Y., Nagarathinam, V., Paradis, J., Chen, D. (*in prep*). *The surprising power of sadness in workplace conflict: when vulnerability outperforms dominance*.

Aungle, P., Bross, J., & Langer, E. (*in progress*). *Healing faster: the effect of healing time expectations on actual healing times after cataract surgery*.

## TEACHING EXPERIENCE

**Harvard University**, Psychology Department

*Head Teaching Fellow*

Fall 2025

Course: "Health: A Positive Psychology Perspective," (professor of record: Ellen Langer)

Average student rating: 4.80/5.0

- Collaborated with Professor Langer to create the course syllabus, developed all section materials, taught all 5 sections for the course of approximately 80 students in total

*Head Teaching Fellow*

Fall 2023

Course: "Health: A Positive Psychology Perspective," (professor of record: Ellen Langer)

Average student rating: 4.95/5.0

- Collaborated with Professor Langer to create the course syllabus, developed all section materials, led weekly meeting with teaching staff, taught 2 sections

*Instructor*

2023-2024

Course: "Instructional Styles in Psychology" (sole instructor)

Average student rating: 4.5/5.0

- Designed and taught a required pedagogy course for new graduate student teaching fellows in the psychology department

*Psychology Department Pedagogy Fellow*

2023-2024

- Provided teaching consultations to teaching fellows in the department, attended weekly workshops at the Derek Bok Center for Teaching and Learning, completed a capstone project to help future psychology pedagogy fellows develop their courses

*Teaching Fellow*

Spring 2023

Course: "Introduction to Social Psychology" (professor of record: Fiery Cushman)

Average student rating: 4.52/5.0

- Led 2 sections of approximately 20 students each

*Teaching Fellow*

Fall 2021 & 2022

Course: "Health: A Positive Psychology Perspective," (professor of record: Ellen Langer)

Average student rating: 4.32/5.0

- Led 2 sections in 2021 and 3 sections in 2022 of approximately 15 students each

*Teaching Fellow*

Spring 2022

Course: "Introduction to Psychological Science" (professor of record: Jason Mitchell)

Average student rating: 4.38/5.0

- Led 2 sections of approximately 15 students each

## RESEARCH EXPERIENCE

**Columbia University**

Research Assistant

New York, NY

2018 – 2019

- Advisor: Janet Metcalfe  
 Project: Learning from errors
- Created problem sets for study participants designed to maximize what students learn from errors while preparing for the New York State Math Regents exam
  - Consulted on the experimental design, particularly in terms of how to explain common errors and relate to the correct problem-solving process

**University of California at Berkeley**

Research Assistant

Berkeley, CA  
 2006 – 2009

Advisor: Darlene Francis

Projects: The development of risk preferences in rat pups; the effects of rank in social hierarchies on behavior in a competitive task

- Helped run a study that tested the effects of prenatal stress on risk-taking behavior in rat pups. We found that prenatally stressed pups were significantly more likely to take physically threatening risks than healthy controls.
- Designed and ran a study to test the effect of within-group social rank on behavior in a competitive task. We paired unfamiliar rats matched for physical signs of dominance but with different within-group social ranks to test whether social rank predicted performance. Higher ranked rats tended to outperform their otherwise comparable peers, but the difference wasn't significant.

**University of California at Berkeley**

Research Assistant

Berkeley, CA  
 2007 – 2008

Advisor: Jack Glaser

Project: Implicit motivation to control prejudice

- Ran participants for an experimental study examining the implicit motivation to control prejudice in a "Shooter Task"

**PROFESSIONAL EXPERIENCE**

Private Tutor, Smarter Test Prep, 2011 – 2021

Independent Options Trader & Investment Analyst, 2014 – 2016

Sales Analyst, Aflac Insurance Company, 2010 – 2011

Business Development Services Analyst, Goldman Sachs Asset Management, 2009 – 2010

Communications Analyst, Hattaway Communications, 2008 – 2009

Press Advance Lead, National Advance Team, Hillary Clinton for President, 2007 – 2008

**REFERENCES**

**Ellen J. Langer, Ph.D.**

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 Psychology Department  
 Harvard University  
 Cambridge, MA 02138  
[langer@wjh.harvard.edu](mailto:langer@wjh.harvard.edu)

**Darlene D. Francis, Ph.D.**

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 School of Public Health  
 Helen Wills Neuroscience Institute  
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**Daniel L. Chen, J.D., Ph.D.**

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 School of Economics  
 Toulouse University  
 Toulouse, France  
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