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## SUSAN A. GELMAN

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### Education

1984 Ph.D., Psychology, with a Ph.D. minor in Linguistics, Stanford University  
1980 B.A., Psychology and Classical Greek, Oberlin College  
1978 (spring) Intercollegiate Center for Classical Studies in Rome

### Professional Experience

2014-present Professor of Psychology and Linguistics, University of Michigan, Ann Arbor  
2013-present Heinz Werner Distinguished University Professor, University of Michigan, Ann Arbor  
2013-2014 Interim Dean, College of Literature, Science, and the Arts, University of Michigan, Ann Arbor  
2012-2013 Heinz Werner Collegiate Professor, University of Michigan, Ann Arbor  
2004-2007 Associate Dean for Social Sciences, College of LSA, University of Michigan, Ann Arbor  
1999-2012 Frederick G. L. Huetwell Professor, University of Michigan, Ann Arbor  
1991-2014 Professor of Psychology, University of Michigan, Ann Arbor  
1989-1991 Associate Professor, Department of Psychology, University of Michigan, Ann Arbor  
1984-1989 Assistant Professor, Department of Psychology, University of Michigan, Ann Arbor

### Honors and Awards

2022 Distinguished Scientific Contributions Award, American Psychological Association  
2021 Henry Russel Lecturer, University of Michigan  
2020 William James Fellow Award, Association for Psychological Science  
2017 Graduate Mentoring Award, Department of Psychology, University of Michigan  
2016 Award for Distinguished Contributions to Developmental Psychology, Division 7, American Psychological Association  
2013 Distinguished Faculty Achievement Award, University of Michigan, Ann Arbor  
2013 Elected to Phi Kappa Phi  
2012 Elected to the National Academy of Sciences

- 2012 Developmental Psychology Mentor Award, Division 7, American Psychological Association
- 2011 Elected Fellow, American Psychological Association
- 2010 Elected Fellow, Cognitive Science Society
- 2008 Elected Fellow, American Academy of Arts & Sciences
- 2008 Whitney J. Oates Fellow in the Humanities Council, Princeton University
- 2007-2008 James McKeen Cattell Fund Fellowship
- 2007-2008 Faculty Fellowship Enhancement Award, University of Michigan
- 2005 The Inaugural Cognitive Development Society Book Award for best authored or co-authored volume for *The Essential Child*
- 2005 Eleanor Maccoby Book Prize from Division 7 of the American Psychological Association for *The Essential Child*
- 2004-2005 Fellow, Academic Leadership Program, Committee on Institutional Cooperation (CIC)
- 1996 Faculty Recognition Award, University of Michigan
- 1996 J. S. Guggenheim Fellowship
- 1995 Excellence in Education Award, College of LS&A, University of Michigan
- 1995 Excellence in Research Award, College of LS&A, University of Michigan
- 1994 Elected Fellow, American Psychological Society
- 1993-1997 Senior Fellow, Michigan Society of Fellows, University of Michigan
- 1992 American Psychological Foundation Robert L. Fantz Award
- 1991 Distinguished Scientific Award from the American Psychological Association for Early Career Contribution to Psychology
- 1989 Chase Memorial Award (biennial award for young scientist in cognitive psychology), Carnegie-Mellon University
- 1988-1989 Henry Russel Award (annual award for scholarship and teaching), University of Michigan
- 1988 Boyd McCandless Young Scientist Award, Division 7 (Developmental Psychology) of the American Psychological Association
- 1988 U.S. Delegate, Young Psychologists' Program (XXIV International Congress of Psychology), sponsored by the American Psychological Association
- 1987-1988 Patricia Jane Barrett Faculty Research Award, University of Michigan
- 1987 Invited to be a Fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford CA
- 1985-1986 Lilly Foundation Post-Doctoral Teaching Award
- 1980 Graduated with highest honors in Psychology, Oberlin College
- 1979 Phi Beta Kappa, Oberlin College
- 1979 Florence Frew Prize for Excellence in Ancient Greek, Oberlin College

### Grants and Fellowships

- 2021-2026 “Developmental Psychology Training Grant.” T32 HD007109-41 (Multiple PIs: Monk and Gelman). NIH/NICHHD. Total costs: \$2,411,008.
- 2021-2024 “Targeting Children's Beliefs and Misconceptions Concerning COVID-19 Disease Transmission”. (PI). National Science Foundation. Total costs: \$1,500,000.

- 2021-2024 REU Supplement, “Targeting Children’s Beliefs and Misconceptions Concerning COVID-19 Disease Transmission”. (PI). National Science Foundation. Total costs: \$18,000.
- 2020-2023 “Schooling, science, and religion in a highland Andean community”. (Bruce Mannheim, PI; co-I with Guillermo Salas Carreño). Subcontract within Culture of Schooling grant competition (Dr. Cristine Legare, PI), Templeton Foundation. Total costs: \$196,735.
- 2020-2022 “RAPID: Children's Biological Beliefs Concerning COVID-19 Disease Transmission”. (PI). National Science Foundation. Total costs: \$200,000.
- 2019-2022 “From *me* to *we*: Children’s attention to kindness, caring, and consideration for others through perspective shifts in language”. (PI, with Ethan Kross and Ariana Orvell as co-Is). John Templeton Foundation. Total award: \$297,607.
- 2017-2022 “Views of gender in early childhood” (Kristina Olson, PI). Eunice Kennedy Shriver National Institute for Child Health and Human Development. Subcontract to the University of Michigan. Total award of subcontract: \$249,486.
- 2019-2021 “Understanding conceptualizations of digital privacy in children” (co-PI with Florian Schaub and Jenny Radesky), University of Michigan M-Cubed Program. Total award: \$15,000.
- 2017-2020 “Archiving natural language data sets of parent-child conversations”. Eunice Kennedy Shriver National Institute for Child Health and Human Development. Total costs: \$155,000.
- 2018-2020 Faculty Leadership in Professional Societies grant, University of Michigan.
- 2020 “Michigan Summer Program in Cognition and Early Development (MSPICED)” (Participating Investigator; PI: Felix Warneken). American Psychological Association. Total costs: \$16,536.
- 2019 “Michigan Summer Program in Cognition and Early Development (MSPICED)” (Participating Investigator; PI: Felix Warneken). American Psychological Association. Total costs: \$16,536.
- 2018-2019 “Communicating gender non-conformity to children”. Center for the Education for Women Riecker Research Grant, University of Michigan.
- 2017-2019 “Learning the normative consequences of generic language”. University of Michigan Office of Research and College of LSA. Total award: \$20,000.
- 2015-2017 “The Living Lab program”. University of Michigan Transforming Learning for Third Century (TLTC) Quick Wins/Discovery grant program. (co-I with Henry Wellman; PI: Craig Smith). Total award: \$40,400.
- 2015-2016 “Origins of economic attitudes: Spendthrifts and tightwads in childhood” (with Dr. Scott Rick). University of Michigan Office of Research and College of LSA. Total award: \$22,475.
- 2008-2015 “Concepts and theories in human development”. National Institute of Child Health and Human Development. Total costs: \$1,561,613.
- 2012-2013 “Generics in memory and causal explanations: A cross-linguistic comparison”. University of Michigan Office for the Vice President for Research. Total award: \$15,000.
- 2010-2012 “Ritual, community, and conflict”. Economic and Social Research Council. (co-I; Harvey Whitehouse, PI)
- 2008-2011 “Generic language in development”. National Science Foundation. Total award: \$300,000.

- 2005-2011 “Explanation, causation, and Bayes nets” (co-PI with Henry Wellman). McDonnell Foundation (sub-contract with UC Berkeley). Annual costs: \$75,000 (approx.).
- 2008-2009 “Concepts and theories in human development”. National Institute of Child Health and Human Development. Total costs: \$315,692.
- 2008-2009 “A cross-linguistic study of generic language” (co-PI with Bruce Mannheim). University of Michigan Office for the Vice President for Research. Total award: \$15,000.
- 2007-2008 James McKeen Cattell Fund Fellowship, “Research on the underpinnings of psychological essentialism in children”. Total award: \$35,000.
- 2005-2008 “Language, theory of mind, and conception of food as mediators of eating behavior” (Julie C. Lumeng, PI). National Institutes of Health. Total costs: \$418,938.
- 2003-2008 “Concepts and theories in human development”. National Institute of Child Health and Human Development. Total costs: \$804,861.
- 2003-2005 “A trip to a virtual zoo” (with Jennifer Jipson). University of Michigan Office for the Vice President for Research; \$8,200.
- 2001-2003 “A cross-cultural developmental analysis of illness” (post-doctoral fellowship for Lakshmi Raman). National Institutes of Health.
- 1998-2003 “Concepts and theories in human development”. National Institute of Child Health and Human Development. Total direct costs: \$392,932.
- 1998-2000 “Theory-based constructs underlying children's explanations in specific knowledge domains”. Australian Research Council Large Project Grant. (with J. Taplin). Total direct costs: A\$135,000.
- 1998-1999 “Essentialist beliefs about gender in children”. Institute for Research on Women and Gender, University of Michigan. Total costs: \$4,500.
- 1996-1997 J. S. Guggenheim Fellowship, “The role of concepts and theories in human development”. Total award: \$29,000.
- 1995-1998 “The development of trait understanding” (post-doctoral fellowship for G. Heyman). National Institutes of Health. Total direct costs: \$74,908.
- 1994-1996 “Children's understanding of causality”. Australian Research Council. (with J. Taplin). Total direct costs: A\$59,934.
- 1991-1996 “Relations between language and thought in young children”. National Science Foundation Faculty Award for Women Scientists and Engineers. Total direct costs: \$250,000.
- 1993 “Equipment for language and cognitive development laboratory”. University of Michigan Office of the Vice President for Research. (with M. Shatz). Total direct costs: \$7,444.
- 1992-1993 “Children's understanding of mixed emotions”. University of Michigan Office of the Vice President for Research. Total direct costs: \$5,000.
- 1988-1991 “A cognitive science model of language acquisition”. University of Michigan Presidential Initiatives Fund, 1988-91. (with S. Lytinen, W. Croft, and J. Laird). Total direct costs: \$275,200.
- 1987-1991 “The organization of knowledge by young children”. National Institute of Child Health and Human Development. Total direct costs: \$190,491.

- 1990 “Cultural knowledge and domain specificity” (international conference held October, 1990). Sponsored by The James S. McDonnell Foundation, CREA, and the University of Michigan Office of the Vice President for Research (with L. Hirschfeld).
- 1987-1989 “Developmental changes in the organization of knowledge”, Spencer Fellowship, National Academy of Education. Total award: \$25,000.
- 1985-1985 “The role of language in children's understanding of natural kinds”. Horace H. Rackham School of Graduate Studies, Faculty Grant and Fellowship, The University of Michigan, Ann Arbor. Total award: \$9,600.
- 1981-1984 National Science Foundation Pre-doctoral Fellowship.
- 1980-1981 Stanford University Fellowship.

### **Professional Memberships**

American Academy of Arts and Sciences  
American Association for the Advancement of Science  
American Psychological Association  
Association for Psychological Science  
Cognitive Development Society  
Cognitive Science Society  
National Academy of Sciences  
Society for Research in Child Development

### **Editorial Service**

#### *Current:*

Co-editor (with Sandra R. Waxman), *Annual Review of Developmental Psychology*, 2018-2023.  
Co-editor (with Paul Bloom), Oxford Series in Cognitive Development (Oxford University Press), 2003-present.  
Editorial Board, *Proceedings of the National Academy of Sciences*, 2015-present.  
Editorial Board, *Journal of Cognition and Culture*, 2000-present.  
Editorial Board, *Journal of Child Language*, 2011-2021.  
Editorial Board, *Language Learning and Development*, 2003-present.

#### *Past:*

Editorial Board, *Developmental Science*, 2014-2022.  
Board of Reviewing Editors, *Science*, 2018-2019.  
Editorial Committee, *Annual Review of Psychology*, 2014-2016.  
Editorial Board, *Journal of Cognition and Development*, 2012-2016.  
Associate Editor, *Cognitive Science*, 2011-2014.  
Associate Editor, *Psychological Review*, 2015-2017.  
Associate Editor, *Quarterly Journal of Experimental Psychology*, 2009-2013.  
Consulting Board, *International Journal of Psychology*, 2009-2013.  
Board of Editorial Consultants, *British Journal of Developmental Psychology*, 2003-2008.  
Editorial Board, *Child Development*, 1988-1992, 1996-2001.  
Editorial Board, *Child Development Research*, 2010-2011.  
Editorial Board, *Cognitive Development*, 1990-1994.  
Editorial Board, *Cognitive Psychology*, 1995-2004.

Editorial Board, *Developmental Psychology*, 1987-1989, 1998-2001.  
Editorial Board, *Developmental Review*, 1996-2000.  
Editorial Board, *Encyclopedia of Human Development* (Neil J. Salkind, Ed.). Thousand Oaks: Sage Publications.  
Editorial Board, *Merrill-Palmer Quarterly*, 1991-1999.  
Editorial Board, *Michigan Quarterly Review*, 1992-2008.  
Associate Editor, *Developmental Psychology*, 1992-1994.  
Selection Committee, *Journal of Experimental Psychology - General editor*, 1999-2000.

### **Other National and International Service**

National Academy of Sciences, Section 52 (Psychological and Cognitive Sciences), Section Chair, 2022-2025.  
National Academy of Sciences, Section 52 (Psychological and Cognitive Sciences), Membership Committee Chair, 2019-2022.  
National Academy of Sciences, Cozzarelli Prize selection committee (Class V), 2015-2022 (Chair, 2018-2022).  
American Psychological Foundation (APF), Elizabeth Munsterberg Koppitz Fellowships, Review Panel Member, 2018-2021.  
Cognitive Science Society, Governing Board Member, 2014-2020.  
American Association for the Advancement of Science (AAAS), Chair, Section on Psychology, 2019-2020 (Chair-Elect, 2018-2019).  
National Academy of Sciences, Nominating Committee, 2018-2021.  
Cognitive Science Society, Program Committee, 2018.  
University of Chicago Department of Comparative Human Development, External Review, Committee Chair, 2018.  
Max Planck Institute for Evolutionary Anthropology, Search Committee Member, 2017-2018.  
National Academy of Sciences, Atkinson Prize in Psychological and Cognitive Sciences Selection Committee, 2015-2016, 2017-2018 (Chair).  
APA Division 7 (Developmental Psychology), Senior Award Selection Committee, 2017-2018.  
Society for Philosophy and Psychology, President, 2017-2018. (President-Elect, 2016-2017).  
APS Election Committee, 2017, 2018.  
American Association for the Advancement of Science (AAAS), Electorate Nominating Committee, Section J (Psychology), 2015-2018.  
National Science Foundation ECR (CORE), Panelist, 2017.  
Cognitive Development Society, Professional Development Lunch, Table Leader, 2017.  
Cornell University's Social Sciences, External Review Committee Member, 2017.  
Cognitive Science Society, Governing Board Chair, 2016-2017.  
American Academy of Arts and Sciences Class III, Section 1 (Social and Developmental Psychology) Membership Panel, 2016-2017.  
National Academy of Sciences, Troland Prize selection committee chair, 2016-2017.  
UC Berkeley's Department of Psychology, External Review Committee, 2016.  
University of Maryland Department of Psychology, External Review Committee (Chair), 2016.  
National Academy of Sciences, Class Membership Committee, 2015-2016.  
Johns Hopkins Department of Psychological and Brain Sciences, External Review Committee, 2015.  
National Academy of Sciences, Nominating Committee, 2014.  
National Academy of Sciences, Council designee on the Class V Membership Committee, 2014.

National Academy of Sciences, International Temporary Nominating Group for Class V, 2013- .  
APA (American Psychological Association) Council of Representatives, 2013-2014.  
APA (American Psychological Association) Division 7 Executive Committee, 2013-2014.  
APA Division 7, Research Grant Award Committee, 2013.  
APA Division 7, 2014 Eleanor Maccoby book award committee, 2013.  
Ford Foundation Fellowships Science Review Panel, 2013.  
APS (Association for Psychological Science) Board Member, 2011-2014.  
NIH, Cognition and Perception Study Section, 2008-2012.  
APS (Association for Psychological Science) Fellows Committee, 2011-2014.  
ISSBD Conference, Cognition and Cognitive Science, Review Panel, 2012.  
Cognitive Development Society Meetings, “Five Burning Questions of the Professoriate”  
program for graduate students and post-doctoral fellows, Panelist, 2011.  
Queen’s University, Belfast, Institute of Cognition and Culture, External Ph.D. Examiner, 2011.  
Society for Research in Child Development, Biennial Meeting, Chair of Panel 12  
 (“Representation, Concepts, and Problem-Solving”), 2009, 2011.  
APA Committee on Scientific Awards, 2007-2009.  
Cognitive Development Society, President 2005-2007 (elected 2003).  
National Institutes of Health (NICHD), Ad-hoc reviewer, 1989, 1996, 1998, 2003.  
University of British Columbia, Ph.D. external examiner, 2006, 2010.  
NRC report, “Taking science to school: Learning and teaching science in grades K-8”, reviewer,  
2006  
ISIS (International Society of Infancy Studies), Executive Board, 2000-2004.  
National Research Council, Board on Children, Youth, and Families, Committee on Integrating  
the Science of Early Childhood Development, 1998-2000.  
NSF, Advisory Panel for Human Cognition and Perception Program, 1998-1999.  
NSF POWRE program, Reviewer, 1998.  
Jean Piaget Society, Board of Directors, 1993-1996.  
Jean Piaget Society Symposium Co-Coordinator (with K. Nelson, E. Scholnick, and P. Miller),  
1996.  
NIMH Behavioral Sciences Task Force (Thought and Communication), 1993.  
NIMH, Cognition, Emotion, and Personality Review Group, 1989-1991.  
SRCDD Summer Institutes and Study Groups Committee, 1991-1997.  
Society for Research in Child Development, Biennial Meeting, Chair of Language Panel, 1991.  
Society for Research in Child Development, Biennial Meeting, Reviewer, 1989, 1995, 1997,  
1999, 2001, 2003, 2005, 2007, 2013, 2015.  
Society for Research in Child Development, Biennial Meeting, Participation in “Breakfast with  
the Leaders” program, 2007.  
Society for Research in Child Development, Biennial Meeting, Participation in “Lunch with the  
Leaders” program, 2005.  
Cognitive Development Society, Annual Meeting, Reviewer, 2003, 1989.  
APA Division 7 (Developmental Psychology), G. Stanley Hall Selection Committee, 1989-90.  
Midwestern Psychological Association, Program Committee, 1988-91.  
Stanford Child Language Research Forum, Program Committee, 1980-83.

### **Consulting Work**

NSF grant, Drs. Eva Pomerantz and Andrei Cimpian (PIs), Consultant, 2016.  
IES grant, Dr. Susan Neuman (PI), Consultant, 2009-2012.

Sesame Workshop, Consultant, 2008.

New York Hall of Science Life Changes Project, “Life changes: Communication pre-evolutionary concepts to young children in informal settings” (funded by the NSF), Consultant, 2007-2010.

Lawrence Hall of Science Project, “Early childhood research-integrated design of exhibits” (funded by NSF), Advisory Committee, 2006-2009.

San Francisco Exploratorium (museum exhibit on biology), Consultant, 1999-2000.

HBO (Home Box Office), “A Little Curious” (preschool television program), Consultant, 1998.

### **University Service (University of Michigan)**

Chair, Developmental Psychology Area, 2019-2021.

Office of the Provost, Promotion Review Process, Reader, 2009-2013, 2017-2021.

Data Governance Working Group, 2018-2019.

Center for Human Growth and Development, Executive Committee, 2018-2019.

Psychology Student Academic Affairs Committee, 2018-2019.

Launch Committee, University of Michigan ADVANCE Program, Convener, 2017-2018, 2018-2019.

Working Group on Faculty-Student Relationships (SPG 601.22) (Chair), 2018.

Panel Session on Institutional Response to Sexual Misconduct, University of Michigan, 2018.

Search Advisory Committee for Dean of Rackham School of Graduate Studies (Chair), 2017-2018.

Department of Psychology Executive Committee, 1989-1991, 2008-2010, 2015-2017.

Weinberg Institute for Cognitive Science, Executive Committee, 2015-2017, 2018-2019.

Rackham Graduate School, Faculty Recognition Awards Selection Committee, 2016.

Department of Psychology, Faculty Search Committee, Quantitative Psychology, 2015-2016.

College of LSA, Nominating Committee, 2015-2016.

College of LSA, Interim Dean, 2013-2014.

APG (Academic Program Group) Development Subcommittee, 2013-2014.

Search Advisory Committee for Dean of College of LSA, 2012-2013.

Professional Standards of Conduct for Faculty Committee, 2012-2013.

College of LSA, Social Sciences Divisional Evaluation Committee, 2010-2013.

Developmental Psychology, Hagen-Stevenson Dissertation Award Selection Committee, 2012.

Search Advisory Committee for new Director of the Center for Advancing Research and Solutions for Society (CARSS), 2011.

Internal Evaluation Committee, Strategic Assessment of the School of Education, 2011.

LSA Grievance Review Board, 2008-2011.

Leadership Committee for the U-M Committee for Children, 2008-2010.

Child Care Initiative Research Advisory Group, 2005-2010.

Nominations Committee, College of LSA (Chair), 2002-2003, 2003-2004, 2008-2009.

Interdisciplinary Recruitment Initiative, Faculty Review Committee, 2008.

Incentive to Human Participants in Research, Leadership Team, 2007-2008.

LSA Associate Dean for Social Sciences, 2004-2007.

Office of Human Research Compliance Review Advisory Committee, 2006-2007.

LSA Advisory Committee for Chair Orientation, 2006-2007.

Institute for Social Research Executive Committee, 2004-2007.

Faculty Salary Equity Study Advisory Committee, 2006.

Graduate Admissions Committee, Developmental Psychology, 2004, 2018-2019.



Graduate Committee, Department of Psychology, 1985, 1993-1996, 2002-2004, 2018-2019.  
Children's Centers Executive Board, 1989-1991, 2004.  
Search Advisory Committee for Dean, College of LSA, 2002-2003.  
LSA Committee on the first-year seminar program (Chair), 2002.  
LSA Committee on promotion and tenure (Chair), 2000.  
LSA Executive Committee, 1997-2000.  
Institutional Review Board, Behavioral Sciences, Consultant, 1998.  
LSA Assistant to the Dean of Faculty Appointments, 1995-1996.  
Presidential Advisory Commission on Violence Against Women, 1995-1996.  
University Library Committee, 1994-1996.  
Human Subjects Review Committee, Department of Psychology, 1985-1991, 1993-1995.  
Presidential Advisory Commission on Women's Issues, 1993-1994.  
Developmental Psychology, Head Graduate Advisor, 1988-1990, 1992-1996.  
Rackham School of Graduate Studies, Dissertation Award Committee, 1994-1995.  
Department of Psychology, Augmented Executive Committee, 1985-1991.  
Rackham School of Graduate Studies, Divisional Board, 1988-1990.  
Dorothy Gies McGuigan Prize Competition (Women's Studies), Judge, 1989-1990  
English Composition Board, Policy Committee, 1989-1990.

### **Teaching Experience**

Courses taught, University of Michigan:

Cognitive Development (undergraduate); Cognitive Development (graduate course); Conceptual Development (graduate seminar); Concepts and Categories (graduate seminar); Current Issues in Developmental Psychology (graduate seminar); Essentialism in Cognition and Culture (graduate seminar, co-taught with L. Hirschfeld); Laboratory Methods in Developmental Psychology (undergraduate); Language Development (undergraduate); Language Development (graduate course); Language and Thought (undergraduate); Language and Thought (graduate seminar); Proseminar in Developmental Psychology (graduate seminar); Psychology of Language (undergraduate); Theories of Cognitive Development (graduate seminar)

### **Research Interests**

Developmental psychology; Cognitive development; Language acquisition; Categorization and inductive reasoning; Psychological essentialism; Generic concepts and generic language; Social categories; Ownership, authenticity, and object history; Parent-child conversations; Semantic development; Causal reasoning; Relations between language and thought

### **Books**

Gelman, S. A. (Ed.) (2014). *Childhood cognitive development: Five-volume set*. London: SAGE Publications.

Banaji, M. R., & Gelman, S. A. (Eds.) (2013). *Navigating the social world: What infants, children, and other species can teach us*. New York: Oxford University Press.  
doi:10.1093/acprof:oso/9780199890712.001.0001

Gelman, S. A., Taylor, M G., & Nguyen, S. (2004). Mother-child conversations about gender: Understanding the acquisition of essentialist beliefs. *Monographs of the Society for Research in Child Development*. Volume 69, No. 1. doi:10.1111/j.1540-5834.2004.06901002.x

Gelman, S. A. (2003). *The essential child: Origins of essentialism in everyday thought*. New York: Oxford University Press.

Hirschfeld, L. A., & Gelman, S. A. (2002). *Cartografia de la Mente* [in 2 volumes]. Barcelona, Spain: Gedisa. [Spanish translation of Hirschfeld & Gelman (1994), *Mapping the mind*.]

Scholnick, E., Nelson, K., Gelman, S. A., & Miller, P. (Eds.) (1999). *Conceptual development: Piaget's legacy*. Mahwah, NJ: Erlbaum.

Gelman, S. A., Coley, J. D., Rosengren, K., Hartman, E., & Pappas, A. (1998). Beyond labeling: The role of maternal input in the acquisition of richly-structured categories. *Monographs of the Society for Research in Child Development*. Serial No. 253, Vol. 63, No. 1. doi:10.2307/1166211

Hirschfeld, L. A., & Gelman, S. A. (Eds.). (1994). *Mapping the mind: Domain specificity in cognition and culture*. Cambridge University Press.

Gelman, S. A., & Byrnes, J. P. (Eds.) (1991). *Perspectives on language and thought: Interrelations in development*. Cambridge: Cambridge University Press.

doi:10.1017/CBO9780511983689

[reissued in paperback, 2008]

### **Journal Articles, Book Chapters, and Other Publications**

DeJesus, J. M., Gelman, S. A., & Lumeng, J. C. (in press). Children expect others to prefer handmade items. *Developmental Psychology*.

Lee, Y., & Gelman, S. A. (in press). The development of digital ownership in children. *Journal of Experimental Child Psychology*.

Meyer, M., Dolins, F. L., Grijalva, Y., & Gelman, S. A. (in press). Genetic essentialist beliefs about criminality predict harshness of recommended punishment. *Journal of Experimental Psychology: General*.

Muradoglu, M., Marchak, K., Gelman, S. A., & Cimpian, A. (in press). Formal explanations shape children's representations of animal kinds and social groups. *Developmental Psychology*.

Orvell, A., Elli, G., Umscheid, V., Simmons, E., Kross, E., & Gelman, S. A. (in press). Learning the rules of the game: The role of generic "you" and "we" in shaping children's interpretations of norms. *Child Development*.

Schudson, Z., & Gelman, S. A. (in press). Social constructionist and essentialist beliefs about gender and race. *Group Processes & Intergroup Relations*.

Echelbarger, M., Roberts, S. O., & Gelman, S. A. (2022). Children's concern for equity and ownership in contexts of individual-based and group-based inequality. *Journal of Cognition and Development, 23*(1), 3-19.

Gelman, S. A. (2022). Development of qualitative thinking: Language and categorization. *The Cambridge Handbook of Cognitive Development, 341-360*.

Gelman, S. A., Davidson, N. S., & Umscheid, V. A. (2022). The role of object features and emotional attachment on preschool children's anthropomorphism of owned objects. *Cognitive Development, 62*, 101165.

Labotka, D., & Gelman, S. A. (2022). Scientific and folk theories of viral transmission: A comparison of COVID-19 and the common cold. *Frontiers in Psychology, 3818*.

Orvell, A., Gelman, S. A., & Kross, E. (2022). What "you" and "we" say about me: How small shifts in language reveal and empower fundamental shifts in perspective. *Social and Personality Psychology Compass, 16*(5), e12665.

Salvador, C. E., Orvell, A., Kross, E., & Gelman, S. A. (2022). How Spanish speakers express norms using generic person markers. *Scientific Reports, 12*(1), 1-11.

DeJesus, J. M., Umscheid, V. A., & Gelman, S. A. (2021). When gender matters in scientific communication: The role of generic language. *Sex Roles, 85*(9), 577-586.

Foster-Hanson, E., Roberts, S. O., Gelman, S. A., & Rhodes, M. (2021). Categories convey prescriptive information across domains and development. *Journal of Experimental Child Psychology, 212*, 105231.

Gelman, S. A. (2021). Generics in society. *Language in Society, 50*(4), 517-532.

Gelman, S. A., Cuneo, N., Kulkarni, S., Snay, S., & Roberts, S. O. (2021). The roles of privacy and trust in children's evaluations and explanations of digital tracking. *Child Development, 92*(5), 1769-1784.

Gülgöz, S., Alonso, D. J., Olson, K. R., & Gelman, S. A. (2021). Transgender and cisgender children's essentialist beliefs about sex and gender identity. *Developmental Science, 24*(6), e13115.

Labotka, D., Gelman, S. A., & Jipson, J. L. (2021). Parent-child conversations about animals on a visit to a (virtual) zoo. *Cognitive Development, 60*, 101123.

Nancekivell, S. E., Sun, X., Gelman, S. A., & Shah, P. (2021). A slippery myth: How learning style beliefs shape reasoning about multimodal instruction and related scientific evidence. *Cognitive Science, 45*(10), e13047.

Noles, N. S., Gelman, S. A., & Stilwell, S. (2021). To give or to receive? The role of giver versus receiver on object tracking and object preferences in children and adults. *Journal of Cognition and Culture, 21*(5), 369-388.

Roberts, S. O., Ho, A. K., & Gelman, S. A. (2021). Should individuals think like their group? A descriptive-to-prescriptive tendency toward group-based beliefs. *Child Development, 92*(2), e201-e220.

Roberts, S. O., Ho, A. K., Kteily, N., & Gelman, S. A. (2021). Beyond Black and White: Conceptualizing and essentializing Black–White identity. *Cultural Diversity and Ethnic Minority Psychology*.

Soter, L. K., Berg, M. K., Gelman, S. A., & Kross, E. (2021). What we would (but shouldn't) do for those we love: Universalism versus partiality in responding to others' moral transgressions. *Cognition, 217*, 104886.

Sun, K., Sugatan, C., Afnan, T., Simon, H., Gelman, S. A., Radesky, J., & Schaub, F. (2021, May). “They see you’re a girl if you pick a pink robot with a skirt”: A qualitative study of how children conceptualize data processing and digital privacy risks. In *Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems* (pp. 1-34).

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### **Papers and Media for Popular Audience**

Interview on newsy.com, “The Why”, May 30, 2018: <https://www.newsy.com/stories/language-and-choice-of-words-can-shape-children-s-beliefs/>

Teach Out Series, “Privacy, Reputation, and Identity in a Digital Age”, University of Michigan, January 2018.

Article about my research in the Spring 2017 *Oberlin Alumni Magazine*, “Language and essence”: <http://www2.oberlin.edu/alummag/spring2017/>

Interview on Robert Wright’s Meaning of Life podcast: <http://meaningoflife.tv/videos/34164>

Participation in *Boston Review* forum: <http://bostonreview.net/forum/lure-luxury/susan-gelman-gelman-response-lure-luxury>

Interview on Rationally Speaking podcast: <http://rationallyspeakingpodcast.org/show/rs-149-susan-gelman-on-how-essentialism-shapes-our-thinking.html>

<http://www.hopesandfears.com/hopes/now/question/217021-year-end-lists>

Interview with Annual Reviews: <http://soundcloud.com/annualreviews/an-interview-with-susan-gelman>

Article about my research in the Spring, 2015 issue of *LSA Magazine*, “Little kids, big ideas” (pp. 50-52)

Interview with The Browser: <http://thebrowser.com/interviews/susan-gelman-on-essentialism>

Gelman, S. A. (1999). Children’s understanding of reproduction. *Click*. [Article in the parents’ pages of *Click*, a non-fiction magazine for children ages 3-7.]

Gelman, S. A. (1998). Children’s understanding of growth. *Click*, 1(3), v-vii.

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### **Invited Lectures and Colloquia**

- 2021: Invited speaker, McGill University (Hebb Lecture, virtual)
- 2020: Invited speaker, Budapest CEU Conference on Cognitive Development (10th anniversary), Budapest, Hungary; McGill University (Macnamara Lecture-canceled [COVID-19]); Association for Psychological Science (William James Lecture-canceled [COVID-19])
- 2019: Cornell University (Henry N. Ricciuti Lecture); University of Wisconsin-Madison
- 2018: University of Washington, Seattle (Allen L. Edwards Lecture); Washington University of St. Louis (Maya Zuck Lecture in Child Development).
- 2017: Carnegie-Mellon University; University of Chicago - Booth; University of California San Diego (Norman Anderson Distinguished Lecture); Vanderbilt University (Psychology Day)
- 2016: New York University; Stanford University
- 2015: University of British Columbia; University of California - Davis; University of Illinois.
- 2012: Stanford University; Yale University; University of Maryland (Cognitive Science).
- 2011: Boston University; Northwestern University; University of Michigan Computer Science (Toyota AI Seminar); London School of Economics.
- 2010: Harvard University; Rutgers University; University of Minnesota Institute of Child Development.
- 2009: University of Chicago.
- 2008: University of Bristol (England); University of Michigan (Linguistics).
- 2007: University of Texas, Austin.
- 2006: University of Pennsylvania.
- 2004: Queens University (Ontario); Stanford University.
- 2003: Northwestern University; Rice University; University of Chicago.
- 1998: Columbia University; New York University; University of Pittsburgh.
- 1997: Michigan State University; Northwestern University; University of British Columbia; University of Connecticut; University of Virginia.
- 1996: Yale University; University of Toledo

- 1992: Jean Piaget Institute (Geneva, Switzerland)
- 1991: University of California, San Diego
- 1990: University of Minnesota, Institute for Child Development; Concordia University (Montreal); New York University
- 1989: UCLA; University of Buffalo; Northwestern University; University of Chicago; Princeton University; University of Illinois
- 1988: University of Delaware
- 1987: Developmental Science Working Group of Tokyo; University of Chicago; University of Pennsylvania
- 1986: Michigan State University; Wayne State University
- 1984: Oberlin College; Yale University; University of Texas (Austin)
- 1983: University of Michigan (Ann Arbor)

### **Other Invited Presentations**

(April, 2019). Panel discussion, “Why do we love books?” University of Michigan Libraries.

(July, 2018). Kinds, essences, and moral reasoning. Plenary talk, Cognitive Science Society, Madison WI.

(July, 2018). How ‘you’ makes meaning. Presidential Address, Society for Philosophy and Psychology, Ann Arbor MI.

(January, 2018). Privacy and children. Symposium, Privacy@Michigan, Celebrating International Data Privacy Day. University of Michigan School of Information, Ann Arbor MI.

(November, 2017). Developing digital privacy: Children's moral judgments concerning mobile GPS devices. Media Literacy and Citizen Development among Youth and Emerging Adults.

(October, 2017). Learning and theory change: A developmental perspective. Center for Mind, Brain, and Culture, Emory University.

(October, 2017). Developing digital privacy: Children's moral judgments concerning mobile GPS devices. SUMIT\_2017 (Security at University of Michigan IT).

(August, 2017). Keynote address, European Society for Philosophy & Psychology, University of Hertfordshire, England.

(May, 2017). Workshop on generic language. Stanford, CA.

(April, 2017). Panel discussion, Weinberg cognitive science symposium. University of Michigan. Ann Arbor, MI.

(November, 2016). How language shapes the nature of cultural inheritance. In Sacker Colloquium, The Extension of Biology through Culture. Irvine, CA.

(June, 2016). The non-obvious foundations of childhood thought. G. Stanley Hall Address, American Psychological Association Annual Meeting. Denver, CO.

(June, 2016). Kinds, essences, and moral reasoning. Keynote address, Society for Philosophy and Psychology, 42<sup>nd</sup> Annual Meeting. Austin, TX.

(May, 2016). The nonobvious foundations of human thought. Retirement event celebrating Dr. Marjorie Taylor, University of Oregon. Eugene, OR.

(April, 2016). The essential child: What children can teach us about the human mind. Paul M. Fitts Lecture, Department of Psychology, University of Michigan.

(April, 2016). The nonobvious foundations of human thought. Distinguished University Professor Lecture, University of Michigan.

(March, 2016). From blankies to genes: The role of the non-obvious in children's conceptions of the world. NYU Department of Psychology, Distinguished Lecture Series.

(March, 2016). "Serious fun": How living lab games provide insights onto young minds. Living Lab Symposium, University of Michigan.

(November, 2015). Children's satisfaction with, and learning from, explanations differing in levels of detail. Workshop on the Process of Explanation. Champaign, IL.

(October, 2015). Interdisciplinary toolkits for conducting cross-cultural research. Cultural diversity in social learning. Pre-Conference, Cognitive Development Society. Columbus, OH.

(October, 2015). University of Michigan Women in Science & Engineering Leadership Retreat.

(September, 2015). Sharks attack humans, but most sharks don't attack humans (or, How children learn generics). Invited Keynote Talk, GUV. Estes Park, CO.

(August, 2015). Artifacts and moral regard. Imagination and Alternative Possibilities, Moral Psychology Workshop. Ann Arbor, MI.

(March, 2015). From blankies to genes: The role of the non-obvious in children's conceptions of the world. Invited Address, Society for Research in Child Development. Philadelphia, PA.

(March, 2012). Children's understanding of ownership. 2012 University of Michigan Meeting on Consumption, Ann Arbor, MI.

(April, 2011). The non-obvious basis of ownership: Tracing the history and value of owned objects. Conference on Artifacts and Material Culture, AHRC Culture and the Mind, Sheffield, UK.

(August, 2010). Sharks attack humans, but most sharks don't attack humans: Learning to express generalizations in language. Keynote Address, 9<sup>th</sup> IEEE International Conference on Development and Learning. Ann Arbor, MI.



(May, 2010). Books are not for throwing: Generic language and moral messages. McDonnell workshop on morality. Ann Arbor, MI.

(January, 2010). Authenticity and its origins. Opening Conference of the Cognitive Development Center at Central European University, Budapest.

(June, 2009). Psychological essentialism as a source of implicit beliefs. Society for Philosophy and Psychology, Bloomington IN.

(June, 2009). Coexistence and competition in multiple explanatory models of illness. Biological understanding and theory of mind: Core knowledge and naive conceptions in children and adults. Reims, France.

(November, 2008). Discussant, Tanner Lectures on Human Values (given by Professor Marc Hauser), Princeton University.

(November, 2008). Commentary, Jacobson Lecture (given by Professor Barbara Stafford), University of Michigan Institute for the Humanities.

(October, 2008). Fast-mapping entails slow-mapping: Using words to refer to kinds. Society for Language Development, Boston, MA.

(May, 2008). 1. Essentialism and the human mind; 2. Language and essentialism; 3. Authenticity and its origins. Princeton University.

(March, 2008). Discussant for Templeton Research Lecture on “The Pleasures of Transcendence” (Dr. Paul Bloom), Johns Hopkins University.

(February, 2008). Essentialist reasoning about the biological world. “Neurobiology of ‘Umwelt’: How living beings perceive the world”, Fondation IPSEN.

(December, 2007). What children can tell us about how we think. Henry Russel Lecturers’ Dinner, University of Michigan.

(November, 2007). 2007 Kendon Smith Lecture Series, University of North Carolina – Greensboro.

(February, 2006). Generics as a window onto young children’s concepts. Cognitive Issues in Generics, Mass Terms and Related Linguistic Constructions. Simon Fraser University, Vancouver, Canada.

(September, 2005). Keynote address, British Psychological Association, Developmental Conference. Edinburgh.

(February, 2004). Categories and causality in children. Workshop on Causality and Categorization, organized by Alison Gopnik and Laura Schulz, Center for Advanced Study in the Behavioral Sciences.

(June, 2003). Discussion of Piaget's *Play, Dreams, and Imitation*. Jean Piaget Society Meetings, Chicago, IL.

(February, 2003). Origins of essentialism in children. Talk presented at “Essentialism in Cognition and Culture,” a conference organized by Lou Moses and Dare Baldwin, University of Oregon, Eugene.

(November, 2002). University of Texas at Austin.

(March, 2002). Two insights about naming in the preschool child. Conference on innateness. Organized by Peter Carruthers, Baltimore, MD.

(April, 2001). What's essential in children's concepts. Invited Address, Society for Research in Child Development. Minneapolis, MN.

(October, 1998). Conference on social identity. New York University. New York, NY.

(February, 1998). Concept acquisition. Paper presented at the Conference on Early Childhood Science, Mathematics, and Technology: Partners, Policy, and Practice. American Association for the Advancement of Science. Washington, DC.

(April, 1997). Discussant, Conference on developmental processes in early social understanding. Ann Arbor, MI.

(April, 1996). Commentary on infant categorization. Paper presented at the 10th Biennial International Conference on Infant Studies. Providence, RI.

(February, 1996). Talk presented to the University of Michigan Society of Fellows. (with Twila Tardif)

(November, 1995). The development of a concept of “kind”. Workshop on permanence and change in conceptual knowledge. Kazimierz, Poland.

(March, 1994). Concepts, theories, and essences in the young child. Talk presented at the dedication of a developmental psychology laboratory, Oberlin College.

(August, 1992). The acquisition of concepts and theories. Invited address to the American Psychological Association.

(June, 1992). Essentialism and biological kinds. Society for Philosophy and Psychology, Montreal.

(August, 1989). Beyond similarity: Children's early expectations about categories. Invited address, Division 7 of the American Psychological Association, New Orleans, LA.

(January, 1989). Constraints on category-based induction. Symposium, Constraints on language learning and concept development, American Association for the Advancement of Science, San Francisco, CA.

(August, 1988). Categories and induction in young children. Symposium, Processes in Cognitive Development, International Congress of Psychology, Sydney, Australia.

(August, 1988). Projecting category knowledge to novel instances. Symposium, Constructing Knowledge of Categories, American Psychological Association, Atlanta, GA.

(April, 1988). Categories and induction in young children. Midwestern Psychological Association.

(October, 1987). Developmental changes in the organization of knowledge. Spencer Fellows Forum, Meeting of the National Academy of Education, Los Angeles, CA.

(July, 1987). Children's use of categories to guide biological inferences. Symposium, Children's understanding of the concept of life. International Society for the Study of Behavioral Development, Tokyo, Japan.

(May, 1987). Discussant in symposium, Lexical acquisition, storage, and processing in children. Midwestern Psychological Association, Chicago, IL.

(January, 1987). Discussant, Conference on articulating the abstract. Institute for the Humanities, University of Michigan, Ann Arbor.

## **MENTORING**

### **Former Ph.D. Students (advised or co-advised)**

John Coley (1993)  
Associate Professor, Department of Psychology  
Northeastern University

Douglas Grant Gutheil (1993)  
Professor, Department of Psychology  
Nazareth College

Charles (Chuck) Kalish (1993)  
Director for Science  
Society for Research in Child Development

Marianne Taylor (1993)  
Professor, Department of Psychology  
Pacific Lutheran University

Gail Gottfried (1994)  
Adjunct Associate Professor  
Pitzer College

Gil Diesendruck (Primary advisor: Dr. Marilyn Shatz) (1996)

Professor, Department of Psychology  
Bar-Ilan University

Paul Notaro (1998)  
Sales and Event Production Manager  
Pure Entertainment Company STL

Julie King Watson (1999)

John Opfer (2000)  
Professor, Department of Psychology  
The Ohio State University

Barbara Sarnecka (2004)  
Associate Professor, Cognitive Sciences  
University of California, Irvine

Brandy Frazier (2007)  
Discover the Museum Schools Coordinator  
National Museums Scotland

Michelle Hollander (2007)

Medha Tare (2008)  
Senior Research Scientist  
Digital Promise, Washington DC

Cristine Legare (2008)  
Professor, Department of Psychology  
University of Texas - Austin

Marjorie Rhodes (2009)  
Professor, Department of Psychology  
New York University

Amanda Brandone (2010)  
Associate Professor, Department of Psychology  
Lehigh University

Selin Gülgöz (2015)  
Assistant Professor  
Fordham University

Maria Arredondo (2017)  
Assistant Professor, Department of Human Development and Family Sciences  
Department of Psychology  
University of Texas at Austin

Steven O. Roberts (2017)  
Assistant Professor of Psychology  
Stanford University

Margaret Echelbarger (2018)  
Post-doctoral Researcher  
Booth School of Business  
University of Chicago

Ariana Orvell (2019)  
Assistant Professor  
Bryn Mawr College

Danielle Labotka (2020)  
Morningstar  
Chicago, IL

Zach C. Schudson (2020)  
Assistant Professor of Psychology  
California State University, Sacramento

Rachel Fine (2021)  
UC San Diego  
La Jolla, CA

### **Former Post-Doctoral Fellows**

Karen Ebeling  
Retired Associate Professor of Psychology  
Marygrove College

Douglas Behrend (1989)  
Professor and Chair, Department of Psychological Science  
University of Arkansas

Karl Rosengren (1990)  
Professor, Psychology Department  
University of Rochester

Roberta Kestenbaum  
Executive Director  
Spina Bifida Resource Network

Gail Heyman (1998)  
Professor, Department of Psychology  
University of California, San Diego

Mark Sabbagh (2000)

Professor, Department of Psychology  
Queen's University, Canada

Jennifer Jipson (2003)  
Associate Professor, Department of Psychology and Child Development  
California Polytechnic State University

Lakshmi Raman (2003)  
Associate Professor, Department of Psychology  
Oakland University

Tamar Kushnir (2008)  
Associate Professor, Department of Human Development  
Cornell University

Liza Ware (2010)  
Associate Professor and Chair, Department of Psychology  
Viterbo University

Nicholaus Noles (2012)  
Associate Professor, Department of Psychology  
University of Louisville

Meredith Meyer (2013)  
Associate Professor, Department of Psychology  
Otterbein University

Craig Smith (2014)  
Assessment Specialist  
University of Michigan Libraries  
University of Michigan, Ann Arbor

Jasmine DeJesus (2018)  
Assistant Professor, Department of Psychology  
University of North Carolina - Greensboro

Kristan Marchak (2019)  
Assistant Professor  
University of Alberta Faculté Saint-Jean

Shaylene Nancekivell (2019)  
Assistant Professor, Department of Psychology  
University of North Carolina – Greensboro

Giulia Elli (2020)  
Microsoft  
Seattle, WA

Danielle Labotka (2021)  
Morningstar  
Chicago, IL

**Former K-Award Mentee**

Dr. Julie Lumeng  
Thomas P Borders Family Research Professor of Child Behavior and Development  
Professor of Pediatrics  
Director, Center for Human Growth & Development  
Professor of Nutritional Sciences  
University of Michigan