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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
2017-present Member, Momentum Center, University of Michigan, Ann Arbor
2016-present Research Faculty Affiliate, Center for Human Growth and Development, University of Michigan, Ann Arbor
1991-2014 Professor of Psychology, 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
1999-2012 Frederick G. L. Huetwell Professor, University of Michigan, Ann Arbor
2004-2007 Associate Dean for Social Sciences, College of LSA, 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

2017 Graduate Mentoring Award, Department of Psychology, University of Michigan
2016 G. Stanley Hall Award, 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

- 2018-2020 Faculty Leadership in Professional Societies grant, University of Michigan.
- 2018-2019 “Communicating gender non-conformity to children”. Center for the Education for Women Riecker Research Grant, University of Michigan.
- 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.
- 2017-2019 “Archiving natural language data sets of parent-child conversations”. Eunice Kennedy Shriver National Institute for Child Health and Human Development. Total costs: \$155,000.
- 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.
Board of Reviewing Editors, *Science*, 2018-2019.
Editorial Board, *Proceedings of the National Academy of Sciences*, 2015-present.
Editorial Board, *Developmental Science*, 2014-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 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

APF (American Psychological Foundation), Elizabeth Munsterberg Koppitz Fellowships, Review panel member, 2018-2020.
Governing Board Member, Cognitive Science Society, 2014-2020.
AAAS (American Association for the Advancement of Science), Chair-Elect, Section on Psychology, 2018-2019.

National Academy of Sciences, Chair, Cozzarelli Prize selection committee (Class V), 2018-2019.

National Academy of Sciences, Nominating Committee, 2018-2019.

Program Committee, Cognitive Science Society, 2018.

External Review, University of Chicago Department of Comparative Human Development, committee chair, 2018.

Member, Search Committee, Max Planck Institute for Evolutionary Anthropology, 2017-2018.

NAS (National Academy of Sciences), Atkinson Prize in Psychological and Cognitive Sciences selection committee chair, 2017-2018.

Senior Award Selection Committee, APA Division 7, 2017-2018.

President, Society for Philosophy and Psychology, 2017-2018. (President-Elect, 2016-2017).

APS Election Committee, 2017, 2018.

National Academy of Sciences, Cozzarelli Prize selection committee (Class V), 2015-2018.

AAAS (American Association for the Advancement of Science), member, Electorate Nominating Committee, Section J (Psychology), 2015-2018.

National Science Foundation ECR (CORE), Panelist, 2017.

Table Leader, Professional Development Lunch, Cognitive Development Society, 2017.

External Review of Cornell University's Social Sciences, committee member, 2017.

Chair, Governing Board of the Cognitive Science Society, 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.

External Review of UC Berkeley's Department of Psychology, committee member, 2016.

External Review of the University of Maryland Department of Psychology, committee chair, 2016.

National Academy of Sciences, Atkinson Prize in Psychological and Cognitive Sciences selection committee, 2015-2016.

National Academy of Sciences, Class Membership Committee, 2015-2016.

External Review of Johns Hopkins Department of Psychological and Brain Sciences, committee member, 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- .

Member, APA (American Psychological Association) Council of Representatives, 2013-2014.

Member, APA (American Psychological Association) Division 7 Executive Committee, 2013-2014.

Member, APA Division 7, Research grant award committee, 2013.

Member, APA Division 7, 2014 Eleanor Maccoby book award committee, 2013.

Member, Ford Foundation Fellowships Science Review Panel, 2013.

Board Member, APS (Association for Psychological Science), 2011-2014.

Member, Cognition and Perception Study Section, NIH, 2008-2012.

Member, APS (Association for Psychological Science) Fellows Committee, 2011-2014.

Senior Advisor, Positive Neuroscience, A project of the University of Pennsylvania and the John Templeton Foundation.

Review Panel, Cognition and cognitive science, ISSBD Conference, 2012.

Panelist, "Five Burning Questions of the Professoriate" program for graduate students and post-doctoral fellows, Cognitive Development Society Meetings, 2011.

External Ph.D. Examiner, Institute of Cognition and Culture, Queen's University, Belfast, 2011.

Chair of Panel 12 ("Representation, Concepts, and Problem-Solving") for the Meetings of the Society for Research in Child Development, 2009, 2011.

Member, American Psychological Association Committee on Scientific Awards, 2007-2009.

President, Cognitive Development Society, elected 2003, served 2005-2007.

Ad-hoc reviewer, National Institutes of Health (NICHD), 1989, 1996, 1998, 2003.

External examiner, student Ph.D. thesis, University of British Columbia, 2006, 2010.

Reviewer of NRC report, "Taking science to school: Learning and teaching science in grades K-8", 2006

Executive Board, ISIS (International Society of Infancy Studies), 2000-2004.
 Member, Committee on Integrating the Science of Early Childhood Development, National Research Council, Board on Children, Youth, and Families, 1998-2000.
 Member, Advisory Panel for Human Cognition and Perception Program, NSF, 1998-1999.
 Reviewer, POWRE program, NSF, 1998.
 Board of Directors, Jean Piaget Society, 1993-1996.
 Co-Coordinator, Jean Piaget Society Symposium (with K. Nelson, E. Scholnick, and P. Miller), 1996.
 NIMH Behavioral Sciences Task Force (Thought and Communication), 1993.
 Member, NIMH, Cognition, Emotion, and Personality Review Group, 1989-1991.
 Member, SRCD Summer Institutes and Study Groups Committee, 1991-1997.
 Chair of “Representations, Concepts, and Problem-Solving” Panel for the Meetings of the Society for Research in Child Development, 2009, 2011.
 Chair of “Language” Panel for the Meetings of the Society for Research in Child Development, 1991.
 Reviewer, Meetings of the Society for Research in Child Development, 1989, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2013, 2015.
 Participation in “Lunch with the Leaders” program, SRCD meetings, 2005.
 Participation in “Breakfast with the Leaders” program, SRCD meetings, 2007.
 Reviewer, Meetings of the Cognitive Development Society, 2003.
 Member, G. Stanley Hall Committee (Division 7, APA), 1989-90.
 Reviewer, Cognitive Science Society Meetings, 1989.
 Program Committee, Midwestern Psychological Association, 1988-91.
 Program Committee, Stanford Child Language Research Forum, 1980-83.

Consulting Work

Consultant, NSF grant, Drs. Eva Pomerantz and Andrei Cimpian, 2016.
 Consultant, IES grant, Dr. Susan Neuman (PI), 2009-2012.
 Consultant, Sesame Workshop, 2008.
 Consultant, New York Hall of Science Life Changes Project, “Life changes: Communication pre-evolutionary concepts to young children in informal settings” (funded by the NSF), 2007-2010.
 Advisory Committee, Lawrence Hall of Science Project, “Early childhood research-integrated design of exhibits” (funded by NSF), 2006-2009.
 Consultant, San Francisco Exploratorium (museum exhibit on biology), 1999-2000.
 Consultant, HBO (Home Box Office), “A Little Curious” (preschool television program), 1998.

University Service (University of Michigan)

Data Governance Working Group, 2018-2019.
 Executive Committee, Center for Human Growth and Development, 2018-2019.
 Member, Psychology Student Academic Affairs Committee, 2018-2019.
 Chair, Working Group on Faculty-Student Relationships (SPG 601.22), 2018.
 Member, Panel Session on Institutional Response to Sexual Misconduct, University of Michigan, 2018.
 Chair, Search Advisory Committee, Dean of Rackham School of Graduate Studies, 2017-2018.
 Convenor, Launch Committee, University of Michigan ADVANCE Program, 2017-2018, 2018-2019.
 Reader, Promotion Review Process, Office of the Provost, 2009-2013, 2017-2019.
 Executive Committee, Department of Psychology, 1989-1991, 2008-2010, 2015-2017.
 Executive Committee, Weinberg Institute for Cognitive Science, 2015-2017.
 Member, Faculty Recognition Awards Selection Committee, Rackham Graduate School, University of Michigan, 2016.
 Member, Faculty Search Committee, Quantitative Psychology, 2015-2016.
 Nominating Committee, College of LSA, 2015-2016.

Interim Dean, College of LSA, 2013-2014.
 Member, APG Development Subcommittee, University of Michigan, 2013-2014.
 Member, Search Advisory Committee for Dean of College of LSA, 2012-2013.
 Member, Professional Standards of Conduct for Faculty Committee, 2012-2013.
 Member, Divisional Evaluation Committee, Social Sciences, College of LSA, 2010-2013.
 Hagen-Stevenson Dissertation Award Selection Committee, Developmental Psychology, 2012.
 Member, Search Advisory Committee for new Director of the Center for Advancing Research and Solutions for Society (CARSS), 2011.
 Member, Internal Evaluation Committee, Strategic Assessment of the School of Education, 2011.
 Member, LSA Grievance Review Board, 2008-2011.
 Member, Leadership Committee for the U-M Committee for Children, 2008-2010.
 Child Care Initiative Research Advisory Group, 2005-2010.
 Chair, Nominations Committee, College of LSA, 2002-2003, 2003-2004, 2008-2009.
 Member, Faculty Review Committee, University of Michigan Interdisciplinary Recruitment Initiative, 2008.
 Member, Leadership Team, Incentive to Human Participants in Research, 2007-2008.
 Associate Dean for Social Sciences, College of LSA, 2004-2007.
 Member, Office of Human Research Compliance Review Advisory Committee, 2006-2007.
 Member, Advisory Committee for Chair Orientation, 2006-2007.
 Member, Institute for Social Research Executive Committee, 2004-2007.
 Member, Faculty Salary Equity Study Advisory Committee, 2006.
 Chair, Graduate Admissions Committee, Developmental Psychology, 2004.
 Graduate Committee, Department of Psychology, 1985, 1993-1996, 2002-2004.
 Executive Board, University of Michigan Children's Centers, 1989-1991, 2004.
 Member, Search Advisory Committee for new Dean, College of LSA, 2002-2003.
 Chair, Committee on the first-year seminar program, College of LSA, 2002.
 Chair, Committee on promotion and tenure, College of LSA, 2000.
 Executive Committee, College of LSA, 1997-2000.
 Consultant, Behavioral Sciences, Institutional Review Board, 1998.
 Assistant to the Dean of Faculty Appointments, College of LSA, 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.
 Head Graduate Advisor, Developmental Psychology, 1988-1990, 1992-1996.
 Dissertation Award Committee, Rackham School of Graduate Studies, 1994-1995.
 Augmented Executive Committee, Department of Psychology, 1985-1991.
 Divisional Board, Rackham School of Graduate Studies, 1988-1990.
 Judge, Dorothy Gies McGuigan Prize Competition (Women's Studies), 1989-1990
 Policy Committee, English Composition Board, 1989-1990.

Teaching Experience

Courses taught, University of Michigan:
 Cognitive Development (undergraduate); Cognitive Development (graduate course); Conceptual Development (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). *Cartografía 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

Arredondo, M., & Gelman, S. A. (in press). Do varieties of Spanish influence U.S. Spanish-English bilingual children's friendship judgments? *Child Development*.

Echelbarger, M., Gelman, S. A., & Kalish, C. W. (in press). Getting what you pay for: Children's use of market norms to regulate exchanges. *Child Development*.

Gelman, S. A. (in press). What the study of psychological essentialism may reveal about the natural world. In A. Goldman & B. McLaughlin (Eds.), *Metaphysics and Cognitive Science*. New York: Oxford University Press.

Gelman, S. A., & DeJesus, J. (in press). Intelligence in childhood. In R. Sternberg (Ed.), *Cambridge Handbook of Intelligence*, 2nd ed. New York: Cambridge University Press.

- Gelman, S. A., & Echelbarger, M. E. (in press). Children and object value. *Journal of Consumer Psychology*.
- Gelman, S. A., & Marchak, K. A. (in press). Do our intuitions mislead us? The role of human bias in scientific inquiry. In K. McCain & K. Kampourakis (Eds.), *What is scientific knowledge?* Routledge.
- Gelman, S. A., & Roberts, S. O. (in press). Language and conceptual development. In S. A. Rueschemeyer & G. Gaskell (Eds.), *Oxford Handbook of Psycholinguistics*. Oxford: Oxford University Press.
- Heiphetz, L., Strohminger, N., Gelman, S. A., & Young, L. L. (in press). Who am I? The role of moral beliefs in children's and adults' understanding of identity. *Journal of Experimental Social Psychology*.
- Lee, D., Orvell, A., Briskin, J., Shrapnell, T., Gelman, S. A., Ayduk, O., Ybarra, O., & Kross, E. (in press). When chatting about negative experiences helps—and when it hurts: Distinguishing adaptive vs. maladaptive social support in computer-mediated communications. *Emotion*.
- Nancekivell, S. E., Friedman, O., & Gelman, S. A. (in press). Ownership matters: People possess a naïve theory of ownership. *Trends in Cognitive Sciences*.
- Noles, N. S., Gelman, S. A., & Stilwell, S. (in press). Is it better to give than to receive? Children's biases in tracking and evaluating owned objects. *Journal of Cognition and Culture*.
- Orvell, A., Kross, E., & Gelman, S. A. (in press). Lessons learned: Young children's use of generic-you to make meaning from negative experiences. *Journal of Experimental Psychology: General*.
- DeJesus, J. M., Gelman, S. A., Herold, I., & Lumeng, J. C. (2019). Children eat more food when they prepare it themselves. *Appetite, 133*, 305-312.
- DeJesus, J. M., Gelman, S. A., Viechnicki, G. B., Appugliese, D. P., Miller, A. L., Rosenblum, K. L., & Lumeng, J. C. (2018). An investigation of maternal food intake and maternal food talk as predictors of child food intake. *Appetite, 127*, 356-363.
- Echelbarger, M., Gelman, S. A., & Kalish, C. W. (2018). How does “emphorophobia” develop? *Behavioral and Brain Sciences, 41*, e168.
- Gelman, S. A., Cimpian, A., & Roberts, S. O. (2018). How deep do we dig? Formal explanations as placeholders for inherent explanations. *Cognitive Psychology, 106*, 43-59.
- Gelman, S. A., & DeJesus, J. M. (2018). The language paradox: Words invite and impede conceptual change. In T. Amin & O. Levrini (Eds.), *Converging perspectives on conceptual change: Mapping an emerging paradigm in the learning sciences*. Routledge.
- Gelman, S. A., Martinez, M., Davidson, N. S., & Noles, N. S. (2018). Developing digital privacy: Children’s moral judgments concerning mobile GPS devices. *Child Development, 89*(1), 17-26.
- Gülgöz, S. & Gelman, S. A. (2018). Status hierarchy. In M. Bornstein (Ed.), *The Sage encyclopedia of lifespan development*. Thousand Oaks, CA: Sage Publications.

Jipson, S., Labotka, D., Callanan, M., & Gelman, S. A. (2018). How conversations with parents may help children learn to separate the sheep from the goats (and the robots). In M. Saylor & P. Ganea (Eds.), *Active learning from infancy through childhood: Social motivation, cognition, and linguistic mechanisms* (pp. 189-212). Springer.

Orvell, A., Kross, E., & Gelman, S. A. (2018). That's how "you" do it: Generic you expresses norms in early childhood. *Journal of Experimental Child Psychology*, *165*, 183-195.

Roberts, S. O., Guo, C., Ho, A. K., & Gelman, S. A. (2018). Children's descriptive-to-prescriptive tendency replicates (and varies) cross culturally: Evidence from China. *Journal of Experimental Child Psychology*, *165*, 148-160.

Roberts, S. O., Ho, A. K., & Gelman, S. A. (2018). The role of group norms in evaluating uncommon and negative behaviors. *Journal of Experimental Psychology: General*.

Smith, C. E., Echelbarger, M. E., Gelman, S. A., & Rick, S. I. (2018). Spendthrifts and tightwads in childhood: Feelings about spending predict children's financial decision making. *Journal of Behavioral Decision Making*, *31*(3), 446-460.

Echelbarger, M., & Gelman, S. A. (2017). The value of variety and scarcity across development. *Journal of Experimental Child Psychology*, *156*, 43-61.

Gelman, S. A., & Roberts, S. O. (2017). How language shapes the cultural inheritance of categories. *Proceedings of the National Academy of Sciences*, *114*, 7900-7907.

Gülgöz, S., & Gelman, S. A. (2017). Who's the boss? Concepts of social power across development. *Child Development*, *88*(3), 946-963.

Heiphetz, L., Gelman, S. A., & Young, L. L. (2017). The perceived stability and biological basis of religious beliefs, factual beliefs, and opinions. *Journal of Experimental Child Psychology*, *156*, 82-98.

Meyer, M., Gelman, S. A., Roberts, S. O., & Leslie, S. J. (2017). My heart made me do it: Children's essentialist beliefs about heart transplants. *Cognitive Science*, *41*, 1694-1712.

Orvell, A., Kross, E., & Gelman, S. A. (2017). How "you" makes meaning. *Science*, *355*(6331), 1299-1302.

Roberts, S. O., & Gelman, S. A. (2017). Multiracial children's and adults' categorizations of multiracial individuals. *Journal of Cognition and Development*, *18*(1), 1-15.

Roberts, S. O., & Gelman, S. A. (2017). Now you see race, now you don't: Verbal cues influence children's reasoning about the stability of emotion and race. *Cognitive Development*, *43*, 129-141. doi: 10.1016/j.cogdev.2017.03.003

Roberts, S. O., Gelman, S. A., & Ho, A. K. (2017). So it is, so it shall be: Descriptive regularities license children's prescriptive judgments. *Cognitive Science*, *41*(S3), 576-600.

Roberts, S. O., Ho, A. K., & Gelman, S. A. (2017). Group presence, category labels, and generic statements foster children's tendency to enforce group norms. *Journal of Experimental Child Psychology*, *158*, 19-31.

Roberts, S. O., Ho, A. K., Rhodes, M., & Gelman, S. A. (2017). Making boundaries great again: Essentialism and support for boundary-enhancing initiatives. *Personality and Social Psychology Bulletin*, *43*(12), 1643-1658.

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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

- 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

(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, 42nd 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, 9th 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.

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

Maria Arredondo
Post-doctoral Fellow, Infant Studies Center
University of British Columbia

Amanda Brandone
Associate Professor, Department of Psychology
Lehigh University

John Coley
Associate Professor, Department of Psychology
Northeastern University

Gil Diesendruck (Primary advisor: Dr. Marilyn Shatz)

Professor, Department of Psychology
Bar-Ilan University

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

Brandy Frazier

Gail Gottfried

Selin Gülgöz
NSF Postdoctoral Fellow
Social Cognitive Development Lab
University of Washington

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Associate Professor, Department of Psychology
Nazareth College

Michelle Hollander

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University of Wisconsin - Madison

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University of Texas - Austin

Paul Notaro

John Opfer
Professor, Department of Psychology
The Ohio State University

Marjorie Rhodes
Associate Professor, Department of Psychology
New York University

Steven O. Roberts
Assistant Professor of Psychology
Stanford University

Barbara Sarnecka
Associate Professor, Cognitive Sciences
University of California, Irvine

Medha Tare
Senior Research Scientist
Digital Promise, Washington DC

Marianne Taylor
Professor, Department of Psychology
Pacific Lutheran University

Julie King Watson

Former Post-Doctoral Fellows

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

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

Karen Ebeling
Retired Associate Professor of Psychology
Marygrove College

Gail Heyman
Professor, Department of Psychology
University of California, San Diego

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

Roberta Kestenbaum

Tamar Kushnir
Associate Professor, Department of Human Development
Cornell University

Meredith Meyer
Associate Professor, Department of Psychology
Otterbein University

Nicholaus Noles
Assistant Professor, Department of Psychology
University of Louisville

Lakshmi Raman
Associate Professor, Department of Psychology
Oakland University

Karl Rosengren
Professor, Psychology Department
University of Wisconsin

Mark Sabbagh
Professor, Department of Psychology
Queen's University, Canada

Craig Smith
Assessment Specialist
University of Michigan Libraries
University of Michigan, Ann Arbor

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