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<http://kidconcepts.org>
<https://discoveriesinaction.org/>
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PROFESSIONAL EXPERIENCE

2020-present	Professor of Psychology Associate Chair (2018-present)
2015-2020	Associate Professor Department of Psychology New York University
2009-2015	Assistant Professor Department of Psychology New York University

EDUCATION

2009	Ph.D., Developmental Psychology University of Michigan, Ann Arbor, MI
2003	B.S., Biopsychology and Cognitive Science, <i>cum laude</i> University of Michigan, Ann Arbor, MI

AWARDS AND HONORS

2020	NYU Golden Dozen Teaching Award
2020	Stanton Prize for interdisciplinary contributions to psychology and philosophy, <i>Society for Philosophy and Psychology</i>
2019-2022	Elected to the Executive Committee of the <i>Society for Philosophy and Psychology</i>
2017-2023	Elected to the Board of the <i>Cognitive Development Society</i>
2017	Steve Reznick Early Career Award, <i>Cognitive Development Society</i>
2017	James S. McDonnell Foundation Scholar Award
2017	Boyd McCandless Young Scientist Award, Division 7, APA
2013	Association for Psychological Science, Rising Star
2009	Society for Research in Child Development Travel Award
2008	Rackham Predoctoral Fellowship, University of Michigan
2008	Pat Gurin Lecture Award, University of Michigan
2004-2007	Prevention Research Training Fellowship, NIMH
2006	Student Research Competition Winner, Association for Psychological Science

RESEARCH SUPPORT

2021-2022	NYU Provost's Mega-Grants Initiative Seed Award Role: PI, \$10,000
2020-2023	NSF BCS-2017375 "Developmental mechanisms underlying the emergence of racial bias" Role: PI, \$715,573
2020-2023	NSF ECR-2000617 "Let's do science! Promoting the development of beneficial beliefs" Role: PI, \$1,489,778
2017-2023	James S. McDonnell Foundation Scholar Award "Developing representations of the social world" Role: PI, \$600,000
2016-2021	NICHD, R01HD087672 "The linguistic transmission of maladaptive beliefs" Role: PI, \$1,590,000 (renewal pending)

COMPLETED RESEARCH SUPPORT

2019-2020	NYU Provost's Mega-Grants Initiative Seed Award Role: PI, \$36,000
2018-2020	Beyond Conflict Innovation Lab, Sub-award "Preempting racism" Role: co-PI, \$190,365 (NYU budget)
2017-2020	NSF-BCS 1729540 "Developmental changes in reasoning about biological kinds" Role: PI, \$635,011
2017-2018	NICHD, R01HD087672-02S1 Research Supplement to Promote Academic Diversity Role: PI (Post-doctoral supervisor), \$213,411
2016-2019	University Center for Human Values, Princeton University "Essentialism and hierarchies: The cues that shape racial attitudes in five- and six-year-old children" Role: co-PI, \$84,967 (NYU budget)
2016-2019	NYU Research Challenge Grant for Women in Science "The development of group-based economic behavior" Role: PI, \$120,000
2016-2018	NYU University Research Challenge Fund

- “Effects of racial group membership on the development of essentialist beliefs and stress reactivity”
Role: PI, \$12,000
- 2014-2016 John Templeton Foundation via Fordham University
“A sensemaking model of informal science education”
Role: co-PI (with Todd Gureckis), \$192,885 (NYU budget)
- 2012-2016 National Science Foundation, BCS-1147543
“The role of within-category variability in the development of induction”
Role: PI, \$337,975
- 2012-2016 National Science Foundation, BCS-1226942
“The development of social essentialism”
Role: PI, \$299,976
- 2012-2013 NYU Institute for Human Development and Social Change “The development of social essentialism”
Role: PI, \$10,000
- 2010-2011 NYU University Research Challenge Fund, “Spontaneous and deliberative processes in the development of social cognition”
Role: PI, \$14,856

FUNDED TRAINEE AWARDS

- 2021-2022 Developing Belief Network, Templeton Foundation, Postdoctoral Fellowship for Yian Xu
Role: Sponsor, \$55,000
- 2019-2022 National Science Foundation, Graduate Research Fellowship for Kelsey Moty
- 2018-2020 F31HD093431 (NICHD)
“Developmental change and continuity in biological reasoning” (for Emily Foster-Hanson)
Role: Sponsor, \$133,572

PUBLICATIONS

Books and Edited Volumes

- Rhodes, M. (under contract). The construction of social reality in childhood. *Oxford Series in Cognitive Development*. Oxford University Press.
- Rhodes, M. (2020). The development of social essentialism. *Advances in Child Development and Behavior, Volume 59*. Elsevier Academic Press.

Published and In Press

(pre-prints of all papers and chapters available: <http://kidconcepts.org/publications/>)

*Indicate lab graduate students and post-doctoral fellows

^Indicate lab undergraduate students or post-baccalaureate trainees

*Leshin, R., Leslie, S.J., & Rhodes, M. (in press). Does it matter how we speak about social kinds? A large, pre-registered, online experimental study of how language shapes the development of essentialist beliefs. *Child Development*.

*Moty, K., & Rhodes, M. (2021). The unintended consequences of the things we say: What generics communicate to children about unmentioned categories. *Psychological Science*.

Rhodes, M., ^Cardarelli, A., & Leslie, S.J. (2020). Asking young children to "do science" instead of "be scientists" increases science engagement in a randomized field experiment. *Proceedings of the National Academy of Sciences*, 117, 9808-9814.

*Mandalaywala, T., ^Tai, C. & Rhodes, M. (2020). Children's use of race and gender as cues to social status. *PLOS ONE*, 15(6): e0234398

Rhodes, M., *Rizzo, M., *Foster-Hanson, E., *Moty, K., *Leshin, R., *Wang, M. M., *Benitez, J., & *Ocampo, J. D. (2020). Advancing developmental science via unmoderated remote research with children. *Journal of Cognition and Development*, 21, 477-493.

*Lei, R., *Leshin, R., & Rhodes, M. (2020). The development of intersectional social prototypes. *Psychological Science*, 31, 911-926.

Rhodes, M., & *Moty, K. (2020). What is social essentialism and how does it develop? *Advances in Child Development and Behavior*, Volume 59 (pp. 1-30). Academic Press.

*Foster-Hanson, E.H., *Moty, K., ^Cardarelli, A., ^Ocampo, D., & Rhodes, M. (2020). Developmental changes in strategies for gathering evidence about biological kinds. *Cognitive Science*, 44, e12837.

Sheshkin, M., Scott, K., et al. (2020). Online developmental science to foster innovation, access, and impact. *Trends in Cognitive Science*, 24, 675-678.

*Yudkin, K., Van Bavel, J., & Rhodes, M. (2020). Young children police in-group members at personal cost. *Journal of Experimental Psychology, General*, 149, 182-191.

*Foster-Hanson, E., Cimpian, A., *Leshin, R. & Rhodes, M. (2020). Asking children to "be helpers" can backfire after setbacks. *Child Development*, 91, 236-248.

*Foster-Hanson, E. & Rhodes, M. (2020). The psychology of natural kind terms. In S. Biggs & H. Geirsson (Eds.). *Routledge Handbook of Linguistic Reference*. New York: Routledge.

Rhodes, M. (2020). Are humans born to hate? Three myths and three developmental lessons about the origins of social categorization and inter-group bias. In J. Decety (Ed.). *The social brain: A developmental perspective*. MIT Press.

- Rhodes, M. (2020). Does the concept of obligation develop from the inside-out or outside-in? Commentary on M. Tomasello, "The moral psychology of obligation." *Behavioral and Brain Sciences*. DOI: 10.1017/S0140525X19001742.
- *Chalik, L., & Rhodes, M. (2020). Groups as moral boundaries: A developmental perspective. *Advances in Child Development and Behavior* (Volume 58, pp. 63-93).
- Rhodes, M., & Baron, A.S. (2019). The development of social categorization. *The Annual Review of Developmental Psychology*, 1, 359-386.
- *Foster-Hanson, E.H., & Rhodes, M. (2019). Normative social role concepts in early childhood. *Cognitive Science*, 43, e12782.
- *Lei, R., ^Green, E., Leslie, S.J., & Rhodes, M. (2019). Children lose confidence in their potential to "be scientists," but not in their capacity to do science. *Developmental Science*, 22, e12783.
- *Foster-Hanson, E., & Rhodes, M. (2019) Is the most representative skunk the average or the stinkiest? Developmental changes in representations of biological categories. *Cognitive Psychology*, 110, 1-15.
- Rhodes, M., Leslie, S.J., ^Yee, K., & *Saunders, K. (2019). Subtle linguistic cues increase girls' engagement in science. *Psychological Science*, 30, 455-466.
- *Mandalaywala, T., Amodio, D., ^Ranger-Murdock, G., & Rhodes, M. (2019). The nature and consequences of essentialist beliefs about race in early childhood. *Child Development*, 90, e437-e453.
- *Chalik, L., & Rhodes, M. (2018). Learning about social-category based obligations. *Cognitive Development*, 48, 117-124.
- *Mandalaywala, T.M., Amodio, D., & Rhodes, M. (2018). Essentialism promotes racial prejudice by increasing endorsement of social hierarchies. *Social Psychological and Personality Science*, 9, 461-469.
- Rhodes, M., Leslie, S.J., *Saunders, K., Dunham, Y., & Cimpian, A. (2018). How does essentialism affect the development of inter-group relations? *Developmental Science*, 21, 1-15.
- Rhodes, M., Leslie, S.J., ^Bianchi, L., & *Chalik, L. (2018). The role of generic language in the early development of social categorization. *Child Development*, 89, 148-155.
- Roberts, S., Ho, A., Rhodes, M., & Gelman, S.A. (2017). Making boundaries great again? Essentialism and support for boundary enhancing initiatives. *Personality and Social Psychology Bulletin*, 43, 1643-1658.
- *Kachergis, G., Rhodes, M., & Gureckis, T. (2017). Desirable difficulties during the development of active inquiry skills. *Cognition*, 166, 407-417.
- Rhodes, M. & *Mandalaywala, T. (2017). The development and developmental consequences of social essentialism. *Wires Cognitive Science*. 8, 1-19.

- *Chalik, L., Leslie, S.J., & Rhodes, M. (2017). Cultural context shapes the development of essentialist beliefs about religion. *Developmental Psychology, 53*, 1178-1187.
- Rhodes, M., & Wellman, H.M. (2017). Moral learning as intuitive theory revision. *Cognition, 167*, 191-200.
- Rhodes, M., & Liebenson, P. (2015). Continuity and change in the development of category-based induction: The test case of diversity-based reasoning. *Cognitive Psychology, 82*, 74-95.
- Rhodes, M., Bonawitz, E., Shafto, P., Chen, A., & Caglar, L. (2015). Controlling the message: Preschoolers' use of information to teach and deceive others. *Frontiers in Developmental Psychology, 6*, 1-6.
- Wodak, D., Leslie, S.J., & Rhodes, M. (2015). What a loaded generalization: Generics and social cognition. *Philosophy Compass, 10*, 625-635.
- Rhodes, M., Hetherington, C., Brink, K., & Wellman, H. (2015). Infants' use of social partnerships to predict behavior. *Developmental Science, 18*, 909-916.
- *Chalik, L., & Rhodes, M. (2015). The communication of naïve theories of the social world in parent-child conversation. *Journal of Cognition and Development, 16*, 719-741.
- Rhodes, M., & Bushara, L. (2015). Learning about science and self: A partnership between the Children's Museum of Manhattan and the Psychology Department at New York University. Chapter to appear in D. Sobel & J. Jipson (Eds.), *Fostering cognitive development in children's museums*. New York: Psychology Press.
- *Chalik, L., Rivera, C., & Rhodes, M. (2014). Children's use of categories and mental states to predict behavior. *Developmental Psychology, 50*, 2360-2367.
- Rhodes, M. (2014). Inherence-based views of social categories: Commentary on Cimpian and Salomon, "The Inherence Heuristic: An Intuitive Means of Making Sense of the World, and a Potential Precursor to Psychological Essentialism." *Behavioral and Brain Sciences, 37*, 502-503.
- Rhodes, M. (2014). Children's explanations as a window into their intuitive theories of the social world. *Cognitive Science, 38*, 1687-1697.
- Rhodes, M., & Chalik, L. (2014). The interplay between intuitive psychology and intuitive sociology (invited commentary). *British Journal of Developmental Psychology, 32*, 248-251.
- Rhodes, M., & Brandone, A. (2014). Three-year-olds' theories of mind in actions and words. *Frontiers in Developmental Psychology, 5*, 1-8.
- *Chalik, L., & Rhodes, M. (2014). Preschoolers use social allegiances to predict behavior. *Journal of Cognition and Development, 15*, 136-160.

- Rhodes, M., Gelman, S.A., & Karuza, J.C. (2014). Preschool ontology: The role of beliefs about category boundaries in early categorization. *Journal of Cognition and Development*, 15, 78-93.
- DeJesus, J., Rhodes, M., & Kinzler, K. (2014). Evaluations versus expectations: Children's divergent beliefs about resource distribution. *Cognitive Science*, 38, 178-193.
- Rhodes, M., & Chalik, L. (2013). Social categories as markers of intrinsic interpersonal obligations. *Psychological Science*, 6, 999-1006.
- Diesendruck, G., Goldfein-Elbaz, R., Rhodes, M., Gelman, S.A., & Neumark, N. (2013). Cross-cultural differences in children's beliefs about the objectivity of social categories. *Child Development*, 84, 1906-17.
- Rhodes, M., & Wellman, H.M. (2013). Constructing a new theory from old ideas and new evidence. *Cognitive Science*, 37, 592-604.
- Rhodes, M. (2013). How two intuitive theories shape the development of social categorization. *Child Development Perspectives*, 7, 12-16.
- Rhodes, M. (2013). The social allegiance hypothesis. In M. Banaji & S.A. Gelman (Eds.), *Navigating the social world: What infants, children, and other species can teach us*. New York: Oxford University Press.
- Gelman, S.A., & Rhodes, M. (2012). "Two-thousand years of stasis": How psychological essentialism impedes evolutionary understanding. In K.R. Rosengren, S. Brem, E.M. Evans, & G. Sinartra (Eds.), *Evolution challenges: Integrating research and practice in teaching and learning about evolution* (pp. 3-21). New York: Oxford University Press.
- Rhodes, M. (2012). Naïve theories of social groups. *Child Development*, 83, 1900-1916.
- Rhodes, M., Leslie, S.J., & Tworek, C. (2012). Cultural transmission of social essentialism. *Proceedings of the National Academy of Sciences*, 109, 13526-13531.
- Selected for a TICS Spotlight article:* Waxman, S.R. (2012). Social categories are shaped by social experience. *Trends in Cognitive Sciences*, 11, 531-532.
- Rhodes, M. (2012). When children ignore evidence in category-based induction: Irrational inferences? *Advances in Child Development and Behavior*, 43, 219-235.
- Rhodes, M., & Brickman, D. (2011). The influence of competition on children's social categories. *Journal of Cognition and Development*, 12, 194-221.
- Rhodes, M., & Brickman, D. (2010). The role of within-category variability in category-based induction: A developmental study. *Cognitive Science*, 34, 1561-1573.
- Rhodes, M., Gelman, S.A., & Brickman, D. (2010). Children's attention to sample composition in learning, teaching, and discovery. *Developmental Science*, 12, 421-429.

- Rhodes, M., & Gelman, S.A. (2009). A developmental examination of the conceptual structure of animal, artifact, and human social categories across two cultural contexts. *Cognitive Psychology*, 59, 294-274.
- Rhodes, M., & Gelman, S.A. (2009). Five-year-olds' beliefs about the discreteness of category boundaries for animals and artifacts. *Psychonomic Bulletin & Review*, 16, 920-924.
- Taylor, M.G., Rhodes, M., & Gelman, S.A. (2009). Boys will be boys, cows will be cows: Children's essentialist reasoning about human gender and animal development. *Child Development*, 79, 1270-1287.
- Rhodes, M., & Brickman, D. (2008). Preschoolers' responses to social comparisons involving relative failure. *Psychological Science*, 19, 969-972.
- Rhodes, M., & Gelman, S.A. (2008). Categories influence predictions about individual consistency. *Child Development*, 79, 1271-1288.
- Rhodes, M., Brickman, D., & Gelman, S.A. (2008). Sample diversity and premise typicality in inductive reasoning: Evidence for developmental change. *Cognition*, 108, 543-556.
- Rhodes, M., Gelman, S.A., & Brickman, D. (2008). Developmental changes in the consideration of sample diversity in inductive reasoning. *Journal of Cognition and Development*, 9, 112-143.
- Oyserman, D., Brickman, D., & Rhodes, M. (2007). School success, possible selves, and parent school-involvement. *Family Relations*, 56, 479-489.

Proceedings Papers

- *Kachergis, G., Gureckis, T., & Rhodes, M. (2019). Exploring informal science interventions to promote children's understanding of natural categories. *Proceedings of the 41st Annual Conference of the Cognitive Science Society*.
- *Chalik., L., Van Bavel, J., & Rhodes, M. (2018). The cognitive processes underlying moral judgment across development. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.
- *Mandalaywala, T.M. & Rhodes, M. (2016). Racial essentialism is associated with prejudice towards Blacks in 5- and 6-year old White children. *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.
- *Kachergis, G., Rhodes, M., and Gureckis, T. (2016). Desirable difficulties in the development of active inquiry skills. *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.
- *Foster-Hanson, E., Leslie, S.J., & Rhodes, M. (2016). How does generic language elicit essentialist beliefs? *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.

Rhodes, M., Bonawitz, L., Shafto, P., & ^Chen, A. (2014). Controlling the message: Preschoolers' use of evidence to teach and deceive others. In P. Bello, M. Guarini, M. McShane, & B. Scassellati (Eds.), *Proceedings of the 36th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.

Papers Currently in Review (pre-prints available at <http://kidconcepts.org/publications>)

*Foster-Hanson, E., Roberts, S., Gelman, S.A., & Rhodes, M. (under review). Categories convey prescriptive information across domains and development.

*Foster-Hanson, E.H., Leslie, S.J., & Rhodes, M. (under review). Speaking of kinds: How generic language shapes the development of category representations.

*Lei, R., & Rhodes, M. (under review). Race and gender overlap to shape perception of children's faces.

*Mandalaywala, T., *Benitez, J., ^Saagar, K., & Rhodes, M. (under review). Why do children show racial biases in their resource allocation decisions?

*Rizzo, M., ^Green, E., Dunham, Y., Bruneau, E., & Rhodes, M. (under review). Beliefs about social norms and racial inequalities predict variation in the early development of racial bias.

*Lei, R., & Rhodes, M. (under review). Why social cognitive development research needs intersectionality.

*Leshin, R., *Lei, R., ^Byrne, M., & Rhodes, M. (under review). Who is a typical woman? How race biases representations of gender across development.

Rhodes, M., & Leslie, S.J. (under review). Children's media communicates essentialist views of science and scientists.

INVITED PRESENTATIONS, COLLOQUIA, AND SELECTED CONFERENCES

(2021) Departmental Colloquium, University of Chicago

(2021) Departmental Colloquium, Stanford University

(2021) Developmental Psychology Colloquium, University of California, Merced

(2021) Invited Symposium Speaker, Weinberg Institute for Cognitive Science

(2020) Invited Speaker, Cognitive Development Center (Budapest), Anniversary Workshop

(2019) Invited Speaker, Templeton Conference on *Developing Belief: Cognitive and Cultural Influences on Belief*

(2019) Invited Speaker, *Cognitive Development Society*, Pre-conference on the origins of political cognition

(2019) Discussant, "How do children infer norms?," *Cognitive Development Society*

(2019) Invited Speaker, Developmental Psychology Brownbag, CUNY Graduate Center

- (2019) Departmental colloquium, Baruch College
- (2019) *Society for Research in Child Development* (2 symposia)
- (2019) Symposium speaker, *Eastern Psychological Association*
- (2018) Workshop organizer and speaker, Beyond Conflict Innovation Lab
- (2018) Invited Speaker, McDonnell Scholars Meeting (Oxford, UK)
- (2018) Departmental colloquium (Psychology), Duke University
- (2018) Invited speaker, Workshop on Shared Agency and Obligation, Humboldt University
- (2018) Keynote speaker, Workshop on Generics and Social Practices, University of Sherbrooke
- (2018) Departmental colloquium (Philosophy), University of Montreal
- (2017) Boyd McCandless Award Recipient Address, *American Psychological Association*
- (2017) Invited symposium speaker, *European Society for Philosophy and Psychology*
- (2017) Invited symposium speaker, *Society for Philosophy and Psychology*
- (2017) *Society for Research in Child Development* (2 symposia)
- (2017) Symposium speaker, *National Association for Research on Science Teaching*
- (2017) Departmental Colloquium, University of Maryland, Department of Human Development
- (2017) Symposium Speaker, *Cognitive Development Society*
- (2016) Departmental colloquium (Psychology), Rutgers University
- (2016) Cognition Brownbag, Brown University
- (2016) Symposium Speaker, *International Conference on Thinking*
- (2016) Developmental Science Colloquium, Boston University
- (2016) Departmental Colloquium, Cornell University
- (2016) Cognitive/Developmental Lunch Series, Yale University
- (2016) Developmental Colloquium (NYU Applied Psychology)
- (2015) Invited speaker, Workshop on intergroup cognition, Yale University
- (2015) Developmental colloquium, Harvard University
- (2015) Departmental colloquium (Psychology), Northeastern University
- (2015) Cognitive science colloquium, University of California, Berkeley
- (2014) Cognitive science colloquium, Princeton University
- (2014) Invited Speaker, Workshop on Cognition and Museums, Brown University
- (2014) Invited Speaker, *Society for Personality and Social Psychology Pre-Conference*
- (2014) Speaker in Invited Symposium, *Budapest CEU Conference on Cognitive Development*
- (2014) Invited Discussant, Budapest CEU Conference on Cognitive Development
- (2014) Speaker in invited symposium, *Cognitive Development Society*
- (2014) Current Work in Developmental Psychology Series, Yale University

- (2014) Psychology Department Colloquium, Lehigh University
- (2014) Departmental colloquium, Teachers College, Columbia University
- (2012) Developmental Brownbag, Rutgers University, Newark, NJ.
- (2012) Departmental colloquium (Human Development), University of Maryland
- (2012) Speaker in invited symposium, *International Conference on Thinking*
- (2011) Speaker in invited symposium, *Society for Philosophy and Psychology*
- (2011) Developmental Lecture Series, NYU Applied Psychology
- (2011) Social psychology brownbag, Columbia University
- (2011) Developmental Speaker Series, Rutgers University
- (2010) Cognitive Lunch, Department of Psychology, Princeton University
- (2010) Departmental Colloquium (Psychology), University of Chicago
- (2010) Departmental Colloquium, Department of Psychology, Lehman College, CUNY
- (2010) Invited Speaker, McDonnell Causal Learning Collaborative,
- (2010) Colloquium speaker, Research Center on Group Dynamics, University of Michigan
- (2009) Yale Current Work in Developmental Psychology Series, New Haven, CT.

TEACHING AND MENTORING

Courses Taught at NYU

Introduction to Psychology
 Developmental Lab
 Advanced Seminar in Conceptual Development
 Core Course in Cognitive Development (doctoral)
 Developmental Social Cognition (doctoral)

Mentored Post-Doctoral Scholars

Yian Xu (2020- current)
 Michael Rizzo (2018- current)
 Ryan Lei (2017-2019; now an assistant professor at Haverford College)
 Tara Mandalaywala (2014- 2018; now an assistant professor at the University of Massachusetts, Amherst)
 George Kachergis (Jan. 2015-2016, co-supervised with Todd Gureckis; now a research scientist at Stanford University)

Doctoral Students Under My Primary Supervision

Lisa Chalik (C&P; 2011- 2016; now an assistant professor at Yeshiva University)
 Emily Foster Hanson (C&P; 2014- 2020; now a postdoctoral fellow at Princeton University)
 Kelsey Moty (C&P; 2017- present)
 Rachel Leshin (Social Psychology; 2018-present)
 Michelle Wang (C&P, 2019-present)
 Josie Benitez (C&P, 2020-present)

NYU Doctoral Student Committees (member or reader)

Jilana Boston	Melanie Langer	John Franchak
Melis Muradoglu	Justine Hoch	Gwyneth Lewis
Vivian Liu	Whitney Cole	David Comalli
Brianna Kaplan	Stephanie Chen	Daniel Yudkin
Amy Yamashiro	Hugh Rabagliati	Alexander Rich
Andrea Sorcinelli	Anna Coenen	

External Dissertation Committees

Jessica Switzer, University of Calgary
Wyntre Stout, Lehigh University

NYU Honors Students

Karolina Pekala	Cassandra Jolicoeur	Faith Robinson
Kimberly Kowalski	Max Stivers	Christine Tai
Abigail Mengers	Cyrielle Rivera	Magnolia Byrne
Noey Neumark	Lydia Bianchi	Kaajal Sagar
Christina Tworek	Elysia Choi	
Rima Patel	Gabrielle Ranger-Murdock	

PROFESSIONAL SERVICE

Cognitive Development Society Book Award Selection Committee (2021)
Editor-in-Chief Search Committee, *Developmental Psychology* (2021)
Associate Editor, *Developmental Psychology* (2019-)
Associate Editor, WIREs *Cognitive Science* (2020-)
Program Co-Chair, Annual Meeting of the Society for Philosophy and Psychology (2019)
Associate Editor, *Perspectives on Psychological Science* (2017- 2018)
Guest Editor, *Proceedings of the National Academy of Sciences*
Editorial Board, *Cognition* (2017-2019)
Editorial Board, *Psychological Science* (2012- 2019)
Consulting Editor, *Developmental Psychology* (2013-2019)
Editorial Board, *Journal of Cognition and Development* (2012-2019)
Consulting Editor, *Child Development* (2012-2019)
National Science Foundation, College of Reviewers for Developmental Sciences (2017-
National Institutes of Health Special Emphasis Panel Member, Fellowships: Risk, Prevention &
Health Behavior
National Science Foundation, Panel Member (multiple times)
Boyd McCandless Selection Committee, APA Division 7 (2018, 2019)

SERVICE AT NEW YORK UNIVERSITY

Advisory Board Member, Institute for Human Development and Social Change (2020-2023)
Associate Chair and Chair of the Personnel Committee, Psychology Department (2018-2021)
Member of the Advisory Committee, Psychology Department (2016-2021)
Faculty of Arts & Sciences, Scholars Lecture Series (2014)
Faculty of Arts & Sciences, Freshman Dialogue Selection Committee (2013-2014)
Faculty of Arts & Sciences, Graduate Curriculum Committee (2010-2012)

Member of the Education and Policy Committee, Psychology Department (2010-2012)

SERVICE TO THE COMMUNITY

Advisory board member, NSF grant on empathy and engineering to the Boston Children's Museum	2019-
Consultant, Boston Children's Museum	2019
Presenter, Fawcett Parliamentary Commission on Gender Stereotypes	2019
Presenter, World Science & Engineering Festival (on behalf of NSF)	2018
Director, "Let's do Science! The NYU-DOE Pre-K Science Initiative"	2016-
Children's Museum of Manhattan, Parent Education Series	2012-
American Museum of Natural History, Invited Speaker to Museum Educators	2014-
New York City Council on Child Well-Being, Invited Member	2013-
Temple Emanuel Preschool Staff Professional Development Series	2011-

PROFESSIONAL AFFILIATIONS

Society for Philosophy & Psychology
 Society for Research in Child Development
 Cognitive Science Society
 Cognitive Development Society