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Curriculum Vitae
Northwestern University
Department of Psychology
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Current Position:

Northwestern University.
Professor, Department of Psychology. 1997 - present.
(joint appointment with School of Education and Social Policy)
Faculty Associate, Institute for Policy Research. 2005 - 2009.

Previous Positions:

Northwestern University.
Associate Professor, Department of Psychology. 1992 - 1997.
Harvard University.
Associate Professor, Department of Psychology. 1989 - 1992.
Assistant Professor, Department of Psychology. 1986 - 1989.

Education:

University of Pennsylvania. Ph.D. in Psychology. December, 1985.
Johns Hopkins University. M.A. in Psychology. June, 1981.
University of Pennsylvania. B.S. June, 1976.

Academic Awards, Honors and Fellowships:

Ann L. Brown Award for Excellence in Developmental Research, University of IL. 2008.
James McKeen Cattell Award. American Psychological Society. 2007.
Guggenheim Fellowship. John Simon Guggenheim Memorial Foundation. 2007.
American Psychological Society Fellow. 2005.
Visiting Professor. Paris, France. Ecole Normale Superieure. June, 2004.
Society for Language Development. Executive Board. 2002 - present
Center for Advanced Study in the Behavioral Sciences. Nominee. 2000.
American Psychological Association Fellow. Divisions 7 and 3.
Wender-Lewis Research and Teaching Professorship, Northwestern University, College of Arts
and Sciences. 1994-1996.
Boyd R. McCandless Young Scientist Award Nominee. APA Division 7. 1990.
The Spencer Foundation and The National Academy of Education. Research Fellowship. 1989.
The John D. & Catherine T. MacArthur Foundation. Post-doctoral Fellowship, Harvard
University. 1986.
American Association of University Women. Doctoral Fellowship. 1985 - 1986.

Peer Review and Related Activities:

Federal funding agencies:

The National Institute of Health, Behavioral and Biobehavioral Study Section, (2003-2005)
The National Institute of Health, HUD-1 Panel Member (1995-1999); Ad hoc (1999-present)
The National Science Foundation (external reviewer)

Professional Committees:

Eleanor E. Maccoby Book Award Committee. APA Division 7. 2005.

Journal editorial boards (current only):

Cognitive Psychology, Action Editor (July 2004 - present)
Journal of Cognitive Development (January 2007 – present)
Journal of Cognition and Culture.
Learning, Language and Development. Steering Committee and Editorial Board.
Psychological Bulletin (ad hoc) (September 2008-present)

Funding:

Current:

Collaborative Research: A Cross-Cultural View of Biological Thought – National Science Foundation (BCS 0745594; Project period: 05/15/08-05/14/11).
Role: Co-PI with Douglas Medin, Megan Bang.

Collaborative Research: The Role of Culture and Experience in Children's Understandings of the Biological World – National Science Foundation (DRL 0815020; Project period 09/15/2008-08/31/2011). Role: Co-PI with Douglas Medin, Megan Bang, Karen Washinawatok.

Linking Early Linguistic and Conceptual Development – National Institutes of Health (2 R01 HD30410; Project period: 03/01/2004-01/31/2009). Role: PI

ARRA Supplement - Linking Early Linguistic and Conceptual Development – NIH
Project Period 09/30/09 – 09/29/10

Predocutorial Interdisciplinary Research Training Program in the Education Sciences – Institute of Education Sciences. (R305B04098; Program Directors: James Spillane, Greg Duncan).
Role: Core faculty member.

Cells to Society (C2S): The Center on Social Disparities and Health – NICHD
PI: P. Lindsay Chase-Lansdale Project Pd: 7/1/06-6/30/11
Role: Core faculty member.

Publications:

Winkler-Rhoades, N., Medin, D. L., Waxman, S. R., & Woodring, J. (in press). Naming the animals that come to mind: Effects of culture and experience on category fluency. *Journal of Cognition and Culture*.

Arunachalam, S. & Waxman, S.R (in press). Language and Conceptual Development Wiley Interdisciplinary Reviews: *Cognitive Science*.

Fennell, C. & Waxman, S.R.. (in press). What paradox? Referential cues allow for infant use of phonetic detail in word learning. *Child Development*.

Waxman, S.R., (in press). Learning from infants' first verbs. *Monographs of the Society for Research in Child Development*. Comment on Naigles et al.

Waxman, S.R., & Goswami, U. (in press). Learning about language and literacy. In S. Pauen & M. Bornstein (Eds.) *Early childhood development and later achievement*. London: Cambridge University Press.

Ferry, A., Hespos, S., & Waxman, S. (in press). Categorization in 3- and 4-Month-Old Infants: An Advantage of Words Over Tones. *Child Development*.

Weisleder, A. & Waxman, S. R. (in press). Frequent frames for nouns, adjectives and verbs: new evidence from Spanish. *Journal of Child Language*.

Gelman, S. A. & Waxman, S. R. (in press). Taking development seriously: Theories cannot emerge from associations alone. *Trends in Cognitive Sciences*.

Waxman S.R. & Gelman, S. A. (in press). Different kinds of concepts and different kinds of words: What words do for human cognition. In Mareschal, Quinn & Lea (Eds.) *The making of human concepts*. Oxford, UK: Oxford University Press.

Waxman, S.R., Lidz, J., Braun, I. E., Lavin, T.(2009) Twenty-four-month-old infants' interpretations of novel verbs and nouns in dynamic scenes. *Cognitive Psychology*. 59(1):67-95.

Waxman, S. R. & Guasti, M. T. (2009). Nouns, adjectives and the acquisition of meaning: New evidence from Italian-acquiring children. *Language Learning and Development* 5 (1), 50-68.

Waxman, S.R. & Gelman, S.A. (2009). Early word-learning entails reference, not merely associations. *Trends in Cognitive Sciences*. online 10.1016/j.tics.2009.03.006

Booth, A.E. & Waxman, S.R. (2009). A horse of a different color: Specifying with precision infants' mappings of novel nouns and adjectives. *Child Development*. 80(1), 15-22.

Leddon, E. M., Waxman, S.R. & Medin, D.L. (2008) Unmasking "alive:" Children's appreciation of a concept linking all living things. *Journal of Cognition and Development*. 9(4): 461-473.

Norbury, H.M., Waxman, S. R., & Song H. (2008). *Tight* and *loose* are not created equal: An asymmetry underlying the representation of *fit* in English and Korean speakers. *Cognition*. 109, 316-325.

Gelman, S., Waxman, S., Kleinberg, F. (2008). The Role of Representational Status and Item Complexity in Parent-Child Conversations about Pictures and Objects. *Cognitive Development*. 23, 313-323.

Anggoro, F. K., Waxman, S.R. & Medin, D.L. (2008). Naming Practices and the Acquisition of Key Biological Concepts: Evidence from English and Indonesian. *Psychological Science*. 19(4), 314-319.

Booth, A.E. & Waxman, S.R. (2008). Taking Stock as Theories of Word Learning Take Shape. *Developmental Science*. 11(2), 185-194.

Waxman, S.R. (2008). All in Good Time: How do Infants Discover Distinct Types of Words and Map Them to Distinct Kinds of Meaning? in J. Colombo, P. McCardle & L. Freund (Eds.), *Infant Pathways to Language: Methods, Models, and Research Directions*. (pp.99-118). Mahwah, NJ: Lawrence Erlbaum Associates.

Gelman, S. & Waxman S. R. (2007). Looking beyond looks: Comments on Sloutsky, Kloos, and Fisher. *Psychological Science*. 18(6), 554-555.

Piccin, T. B. & Waxman, S. R. (2007). Why nouns trump verbs in word learning: new evidence from children and adults in the Human Simulation Paradigm. *Language Learning and Development*. 3(4), 295-323.

Fulkerson, A. L., Waxman, S. R. (2007). Words (but not Tones) Facilitate Object Categorization: Evidence From 6- and 12-Month-Olds. *Cognition*. 105(1) 218-228.

Medin, D.L. & Waxman, S.R. (2007). Interpreting asymmetries of projection in children's inductive reasoning. In A. Feeney & E. Heit (Eds.), *Inductive Reasoning*. New York, NY: Cambridge University Press.

Fennell, C.T, Waxman, S.R., Weisleder, A. (2007). With Referential Cues, Infants Successfully Use Phonetic Detail in Word Learning. *Proceedings of the 31st Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Waxman, S.R., Medin, D.L., & Ross, N. (2007). Folkbiological reasoning from a cross-cultural developmental perspective: Early essentialist notions are shaped by cultural beliefs. *Developmental Psychology*. 43(2), 294-308.

Waxman, S.R. & Medin, D.L (2007). Experience and Cultural Models Matter: Placing firm limits on anthropocentrism. *Human Development*. 50(1), 23-30.

Waxman, S. R. & Medin, D. L. (2006). Core knowledge, Naming and the Acquisition of the Fundamental (Folk)biologic Concept 'Alive'. In N. Miyake (Ed.), *Proceedings of the 5th International Conference on Cognitive Science*, 53-55. Mahwah, New Jersey: Lawrence Erlbaum

Booth, A.E. & Waxman, S.R., (2006) Deja vu all over again: re-re-visiting the conceptual status of early word learning: Comment on Smith and Samuelson (2006). *Developmental Psychology*, 42(6), 1344-1346.

Medin, D.L. & Waxman, S.R. (2006). Giyoo Hatano. *Cognitive Studies*, 13(2), 177-180.

Waxman, S.R. (2006). Tudo tinha um nome, e de cada nome nascia um novo pensamento: vínculos entre aprendizagem de palavras e organização conceptual no início da aquisição da linguagem (Everything had a name, and each name gave birth to a new thought: Links between early word-learning and conceptual organization) in Corrêa, L. M. S. (Ed.). *Aquisição da Linguagem e Problemas do Desenvolvimento Lingüístico*. Rio de Janeiro: Editora da PUC-Rio.

Fennell, C. T. & Waxman, S. R. (2006). Infants of 14 Months use phonetic detail in novel words embedded in naming phrases. In Bamman, D., Magnitskaia, T., & Zaller, C. (Eds.) *Proceedings of the 30th Boston University Conference on Language Development* (pp. 178-189). Somerville, MA: Cascadilla Press.

Fulkerson, A. L., Waxman, S. R., & Seymour, J. M. (2006). Linking object names and object categories: Words (but not tones) facilitate object categorization in 6- and 12-month-olds. In Bamman, D., Magnitskaia, T., & Zaller, C. (Eds.) *Supplement to the Proceedings of the 30th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Waxman, S. R. & Lidz, J. (2006). Early word learning. In D. Kuhn & R. Siegler (Eds.), *Handbook of Child Psychology*, 6th Edition, Volume 2 (pp. 299-335). Hoboken, NJ: Wiley.

Lavin, T.A., Hall, D.G., & Waxman, S.R. (2006). East and west: A role for culture in the acquisition of nouns and verbs. In K. Hirsh-Pasek & R.M. Golinkoff (Eds.), *Action meets word: How children learn verbs* (pp. 525-543). Oxford University Press.

Waxman, S.R.(2006). Finding the points of contact: Language acquisition in children raised in monolingual, bilingual and multilingual environments. In W. Li (Series Ed.) & P. McCardle & E. Hoff (Vol. Eds.), *Child Language & Child Development Childhood Bilingualism - Research on Infancy Through School Age*. Clevedon, UK: Multilingual Matters.

Gelman, S.A., Chesnick, R., & Waxman, S.R. (2005). Mother-child conversations about pictures and objects: Referring to categories and individuals. *Child Development*, 76(6), 1129-1143.

Anggoro, F.K., Waxman, S.R., & Medin, D.L. (2005). The effects of naming practices on children's understanding of living things. In B. Bara, L. Barsalou, & M. Bucciarelli (Eds) *Proceedings of the Twenty-seventh Annual Meeting of the Cognitive Science Society*, 139-144. Mahwah, NJ: Lawrence Erlbaum Associates.

Namy, L.L. & Waxman, S.R. (2005). Symbols redefined. In Namy, L.L. (Ed.) *Symbol use and symbolic representation*, 269-277. Mahwah, NJ: Lawrence Erlbaum Associates.

Booth, A.E., Waxman, S. R., & Huang, Y.T., (2005). Conceptual information permeates word learning in infancy. *Developmental Psychology*, 41(3), 491-505.

Waxman, S. R. (2005). Why is the concept "Living Thing" so elusive? Concepts, languages, and the development of folkbiology. In W. Ahn, R.L. Goldstone, B.C. Love, A.B. Markman, & P. Wolff (Eds.), *Categorization Inside and Outside the Laboratory: Essays in Honor of Douglas L. Medin* (pp. 49-67). Washington, DC: American Psychological Association.

Waxman, S. R. & Braun, Irena E. (2005). Consistent (but not variable) names as invitations to form object categories: New evidence from 12-month-old infants. *Cognition*, 95, B59-B68.

Hall, D. G. & Waxman, S. R.(Eds.) (2004). *From many strands: Weaving a lexicon*. Cambridge: MIT Press.

Lidz, J.& Waxman, S. R. (2004). Reaffirming the poverty of the stimulus argument: A reply to the replies. *Cognition*, 93(2), 157-165.

Waxman, S. R. (2004). Everything had a name, and each name gave birth to a new thought: Links between early word-learning and conceptual organization. In D. G. Hall & S. R. Waxman (Eds.), *From many strands: Weaving a lexicon* (pp. 295-335). Cambridge: MIT Press.

Lidz, J., Waxman, S. R. & Freeman, J. (2003). What infants know about syntax but couldn't have learned: Experimental evidence for syntactic structure at 18 months. *Cognition*, 89, B65-B73.

Hall, D. G., Waxman, S. R., Bredart, S. & Nicolay, A. (2003). Preschoolers' use of form class cues to learn descriptive proper names. *Child Development*, 74(5), 1547-1560.

Booth, A. E. & Waxman, S. R. (2003). Mapping words to the world in infancy: Infants' Expectations for Count Nouns and Adjectives. *Journal of Cognition and Development*, 4(3), 357-381.

Booth, A. E & Waxman, S. R. (2003). Bringing theories of word learning in line with the

evidence. *Cognition*, 87(3), 215-218.

Waxman, S. R., & Booth, A. E. (2003). The origins and evolution of links between word learning and conceptual organization: New evidence from 11-month-olds. *Developmental Science*, 6(2), p 130-137.

Booth, A. E. & Waxman, S. R. (2002). Object names and object functions serve as cues to categories for infants. *Developmental Psychology*. 38 (6), 948-957.

Namy, L. L., & Waxman, S. R. (2002). Patterns of spontaneous production of novel words and gestures within an experimental setting in children ages 1;6 and 2;2. *Journal of Child Language*, 29 (4), 911-921.

Waxman, S. R. (2002). Links between object categorization and naming: Origins and emergence in human infants. In D. H. Rakison, & L. M. Oakes (Eds.), *Early category and concept development: Making sense of the blooming, buzzing confusion*. NY, New York: Oxford University Press.

Booth, A. E., & Waxman, S. R. (2002). Word learning is 'smart': Evidence that conceptual information effects preschoolers' extension of novel words. *Cognition*, 84(1), B11-B22.

Waxman, S. R. (2002). Not by perception alone: Conceptual and semantic factors underlying children's extension of novel adjectives. In B. Skarabela, S. Fish, & A. H.-J. Do (Eds.), *Proceedings of the 26th Annual Boston University Conference on Language Development* (pp. 746-757). Somerville, MA: Cascadilla Press.

Waxman, S. R. (2002). Early word learning and conceptual development: Everything had a name, and each name gave birth to a new thought. In U. Goswami (Ed.), *Blackwell Handbook of Childhood Cognitive Development* (pp. 102-126). Oxford UK: Blackwell Publishers.

Waxman, S. R. (2001). Word extension: A key to early word learning and domain-specificity. Commentary on P. Bloom. *Behavioral and Brain Sciences*, 24(6), 1121-1122.

Waxman, S. R., & Booth, A. E. (2001). Seeing pink elephants: Fourteen-month-olds' interpretations of novel nouns and adjectives. *Cognitive Psychology*, 43(3), 217-242.

Waxman, S. R., & Booth, A. E. (2001). On the insufficiency of domain-general accounts of word-learning: A reply to Bloom and Markson. *Cognition*, 78, 277-279.

Namy, Laura L., & Waxman, S. R. (2000). Naming and exclaiming: Infants' sensitivity to naming contexts. *Journal of Cognition and Development*, 1(4), 405-428.

Waxman, S. R., & Booth, A. E. (2000). Principles that are invoked in the acquisition of words, but not facts. *Cognition*, 77, B33-B43.

Waxman, S. R., & Klibanoff, R. S. (2000). The role of comparison in the extension of novel adjectives. *Developmental Psychology*, 36(5), 571-581.

Waxman, S. R., & Booth, A. E. (2000). Distinguishing count nouns from adjectives: Evidence from 14-month-olds' word extension. *Proceedings of the 24th Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press.

Klibanoff, R. S., & Waxman, S. R. (2000). Basic level object categories support the acquisition of novel adjectives: Evidence from preschool-aged children. *Child Development*, 71(3), 649-659.

Waxman, S. R. (1999). The dubbing ceremony revisited: Object naming and categorization in infancy and early childhood. In D. L. Medin & S. Atran (Eds.), *Folkbiology* (pp. 233-284). Cambridge, MA: MIT Press/Bradford Books.

Waxman, S. R. (1999). Specifying the scope of 13-month-olds' expectations for novel words. *Cognition*, 70, B35-B50.

Klibanoff, R. S., & Waxman, S. R. (1998). Preschoolers' acquisition of novel adjectives and the role of basic-level kind. In A. Greenhill et al. (Eds.), *Proceedings of the 22nd Boston University Conference on Language Development* (pp. 442-453). Somerville, MA: Cascadilla Press.

McGregor, K., & Waxman, S. R. (1998). Object naming at multiple hierarchical levels: A comparison of preschoolers with and without word-finding deficits. *Journal of Child Language*, 25(2), 419-430.

Medin, D. L., & Waxman, S. R. (1998). Conceptual organization. In W. Bechtel & G. Graham (Eds.), *A Companion to Cognitive Science* (pp. 167-175). Oxford, England: Blackwell.

Namy, L. L., & Waxman, S. R. (1998). Words and gestures: Infants' interpretations of different forms of symbolic reference. *Child Development*, 69(2), 295-308.

Namy, L. L., & Waxman, S. R. (1998). Words and gestures: The role of sentence context in infants' mapping of novel symbols to object categories. In A. Greenhill et al. (Eds.), *Proceedings of the 22nd Boston University Conference on Language Development* (pp. 546-556). Somerville, MA: Cascadilla Press.

Waxman, S. R. (1998). Linking object categorization and naming: Early expectations and the shaping role of language. In D. L. Medin (Ed.), *The Psychology of Learning and Motivation*, Vol. 38 (pp. 249-291). San Diego: Academic Press.

Waxman, S. R., & Markow, D. B. (1998). Object properties and object kind: 21-month-old infants' extension of novel adjectives. *Child Development*, 69(5), 1313-1329.

Waxman, S. R., Philippe, M., & Branning, A. (1998). A matter of time: Novel nouns mark object categories when delays are imposed. *Developmental Science*, 2(1), 59-66.

Waxman, S. R., & Thompson, W. (1998). Words are invitations to learn about categories. Commentary on R. G. Millikan, A common structure for concepts of individuals, stuffs, and real kinds: More Mama, more milk, and more mouse. *Behavioral and Brain Sciences*, 21(1), 88.

Waxman, S. R., Lynch, E. B., Casey, K. L., & Baer, L. (1997). Setters and samoyeds: The emergence of subordinate level categories as a basis for inductive inference. *Developmental Psychology*, 33(6), 1074-1090.

Waxman, S. R., & Namy, L. (1997). Challenging the notion of thematic bias in young children. *Developmental Psychology*, 33(3), 555-567.

Waxman, S. R., Senghas, A., & Benveniste, S. (1997). A cross-linguistic examination of the

noun-category bias: Its existence and specificity in French- and Spanish-speaking preschool-aged children. *Cognitive Psychology*, 32, 183-218.

Balaban, M. T., & Waxman, S. R. (1997). Do word labels facilitate categorization in 9-month-old infants? *Journal of Experimental Child Psychology*, 64, 3-26.

McGregor, K., & Waxman, S. R. (1996). Multiple level naming abilities of children with word-finding deficits. In A. Stringfellow, D. Cahana-Amitay, E. Hughes, & A. Zukowski (Eds.), *Proceedings of the 20th Boston University Conference on Language Development*, Vol. 2 (pp. 18-29). Somerville, MA: Cascadilla Press.

Balaban, M. T., & Waxman, S. R. (1996). An examination of the factors underlying the facilitative effect of word phrases on object categorization in 9-month-old infants. In A. Stringfellow, D. Cahana-Amitay, E. Hughes, & A. Zukowski (Eds.), *Proceedings of the 20th Boston University conference on Language Development*, Vol. 1 (pp. 483-493). Somerville, MA: Cascadilla Press.

Waxman, S. R. (1995). Characteristics of word learners at 12- and 30-months: Early emergence and modification of the noun-category linkage. In D. MacLaughlin & S. McEwen (Eds.), *Proceedings of the 19th Boston University Conference on Language Development*, Vol. 1 (pp. 667-678). Somerville, MA: Cascadilla Press.

Waxman, S. R., & Markow, D. B. (1995). Words as invitations to form categories: Evidence from 12-month-old infants. *Cognitive Psychology*, 29, 257-302.

Waxman, S. R. (1994). The development of an appreciation of specific linkages between linguistic and conceptual organization. In L. Gleitman & B. Landau (Eds.), *The Acquisition of the Lexicon* (pp. 229-257). Cambridge: MIT Press.

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Hall, D. G., Waxman, S. R., & Hurwitz, W. M. (1993). How 2- and 4-year-old children interpret adjectives and count nouns. *Child Development*, 64, 1661-1664.

Waxman, S. R., & Hall, D. G. (1993). The development of a linkage between count nouns and object categories: Evidence from 15- to 21-month-old infants. *Child Development*, 64, 1224-1241.

Hall, D. G., & Waxman, S. R. (1993). Assumptions about word meaning: Individual and basic-level kinds. *Child Development*, 64, 1550-1570.

Waxman, S. R., & Senghas, A. (1992). Relations among word meanings in early lexical development. *Developmental Psychology*, 28(5), 862-873.

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Waxman, S. R., Shipley, E. F., & Shepperson, B. (1991). Establishing new subcategories: The role of labels and existing knowledge. *Child Development*, 62, 127-138.

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Waxman, S. R., & Kosowski, T. (1990). Nouns mark category relations: Toddlers' and preschoolers' word-learning biases. *Child Development*, 61(5), 1461-1473.

Waxman, S. R. (1990). Linguistic biases and the establishment of conceptual hierarchies: Evidence from preschool children. *Cognitive Development*, 5(2), 123-150.

Waxman, S. R. (1989). Linking language and conceptual development: Linguistic cues and the construction of conceptual hierarchies. *Genetic Epistemologist*, 17(2), 13-20.

Waxman, S. R. (1989). Review of *Women, Fire, and Dangerous Things: What categories reveal about the mind*, by George Lakoff. *Journal of Applied Psycholinguistics*, 10(4), 493-497.

Waxman, S. R. (1989). Placing Cognition in a Developmental Context, Review of *Making Sense: The child's construction of the world*, J. Bruner & H. Hastings (Eds.), *Contemporary Psychology*, 34(11), 992.

Waxman, S. R., Chambers, D., Yntema, D., & Gelman, R. (1989). Complementary versus contrastive classification in preschool children. *Journal of Experimental Child Psychology*, 28(3), 410-422.

Waxman, S. R., & Gelman, R. (1986). Preschoolers' use of superordinate relations in classification and language. *Cognitive Development*, 1, 139-156.

Manuscripts currently under review or in preparation

Medin, D., Waxman, S., Woodring, J., & Washinawatok, K. (under review). Human-centered reasoning is not a universal feature of young children's reasoning: Culture and experience matter when reasoning about biological entities. *Cognition*. (Submitted: May 2009).

Anggoro, F., Medin, D. & Waxman, S. (under review). Naming Practices Influence Children's Biological Induction. *Developmental Psychology*. (Submitted: March 2008).

Piccin, T., & Waxman, S.R. (under review). Children Use Contrast and Cross-Situational Exposure to Learn Verbs *Child Development*.

Waxman, S. R. (under review). Naming and the inductive strength of racial and gender categories: Evidence from preschool-aged children. *European Journal of Social Psychology*. (Submitted: May 2009).

Waxman, S. R. & Braun, I. E. (under revision). What's in the input? Parental speech to their 12- and 24-month-old infants.

Herrmann, Waxman & Medin. (under revision). What is the place of humans in 3-year-olds' representation of the biological world. Evidence against early anthropocentrism. *Child Development*.

Leddon, E., Waxman, S. R., & Medin, D. L. (under review). "Dead or Alive": English and Indonesian adults' spontaneous use of biological terms in conversations with their children. *British Journal of Developmental Psychology*.

Unsworth, S., Medin, D. L., Waxman, S.R., & Lavin, T. (in preparation). Differences in processing native scenes: The impact of experience on patterns of attention. *Cognitive Science Proceedings*.

Waxman, S.R., Braun, I.E. & Weisleder, A. (in preparation). Semantic boundaries in the acquisition of adjectives in English- and Spanish-acquiring toddlers.

Waxman, S.R. & McGregor, K. (in preparation). An investigation of the noun-category bias in preschool-aged children with word-finding deficits.

Refereed Presentations

Herrmann, P, Waxman, S.R. & Medin, DL (April, 2009). Flexible Representations of the Biological World: Evidence for Two Perspectives in Urban 7-year-olds. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Denver, CO.

Grace, A.D. & Waxman, S.R. (April, 2009). The Scope of Gender Categorization in Infancy. Poster to be presented at the Biennial Meeting of the Society for Research in Child Development. Denver, CO.

Waxman, S. & Plotkin, L. 2008. Linguistic information supports 3-year-olds' identification of verbs (and nouns): New evidence from a modified Human Simulation Paradigm. Paper presented at the meeting of the 33rd Boston University Conference on Language Development, Boston, MA.

Arunachalam, S. & Waxman, S. 2009. Two-year-olds' use of syntactic context in noun and verb learning. Paper presented at the Linguistic Society of America Annual Meeting, San Francisco.

Arunachalam, S. & Waxman, S. 2008. Syntax informs two-year-olds' expectations about verb meaning. Poster presented at the meeting of the 33rd Boston University Conference on Language Development, Boston, MA.

Waxman, S. R. (March, 2008). The Role of Labels in Infant Categorisation. Paper presented at the XVIth Biennial International Conference on Infant Studies, Vancouver, BC, Canada.

Norbury, H.M. & Waxman S.R. (2007). Language Shapes Some Representations More Than Others: The Case of Tight- and Loose-Fit. Poster presented at the 19th Annual Convention of the Association for Psychological Science, Washington, D.C.

Norbury, H.M. & Waxman S.R. (2007) A cross-linguistic comparison of adult's attention to fit. Poster presented at the 29th Annual Conference of the Cognitive Science Society, Nashville, Tennessee.

Herrmann, P. & Waxman, S.R., Medin, D.L. (October, 2007). The Development of Anthropocentrism in Western Children's Naive Biology. Poster presented at the 5th Biennial Meeting of the Cognitive Development Society. Santa Fe, NM.

Anggoro, F. K., Waxman, S. R., & Medin, D. L. (October, 2007). Naming practices influence children's biological induction. Poster presented at the 5th Biennial Meeting of the Cognitive Development Society, Santa Fe, NM.

Grace, A.D. & Waxman, S.R. (October, 2007). The influence of labeling on preschoolers' inferences about race and gender. Poster presented at the biennial meeting of the Cognitive Development Society, Santa Fe, New Mexico.

Herrmann, P., Medin, D., Waxman, S.R. (May, 2007). Evidence Against Universal Anthropocentric Reasoning in Folk Biology. Poster presented at the 19th Annual Convention of the Association for Psychological Science.

Kleinberg, F., Gelman, S. & Waxman, S. (April, 2007). The Role of Item Complexity on Conversations about Pictures and Objects. Poster presented at the the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.

Leddon, E. & Waxman, S.. (April, 2007). Talking About Living Things: What Children Learn About Biological Concepts in Everyday Conversations. Paper discussed at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.

Piccin, T. & Waxman, S. (April, 2007) Three-Year-Olds Use Cross-Situational Exposure and Contrast to Learn Verbs. Poster presented at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.

Waxman, S.R. & Weisleder, A. (April, 2007) The Breadth of Adjective Learning in English- and Spanish Acquiring Infants. Paper discussed at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.

Lidz, J., Bunker, A., Leddon, E. & Waxman, S. (April, 2007). When One Cue is Better Than Two: Syntactic vs. Lexical Information in Infant Verb Learning. Paper discussed at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.

Waxman, S., Weisleder, A. & Piccin, T. (April, 2007) Distributional Evidence for Nouns and Adjectives in Spanish and English. Paper discussed at the Society for Research in Child Development Biennial Meeting, Boston, Massachusetts.

Hermann, P., Waxman, S. & Medin, D. (May, 2007). Evidence Against Universal Anthropocentric Reasoning in Folk Biology. Poster presented at the annual meeting of the American Psychology Society (APS), Washington, D.C.

Fennell, C. & Waxman, S.R., Weisleder, A. (November, 2006). With referential cues infants successfully use phonetic detail. Paper presented at the 31st Boston University Conference on Language Development, Boston, MA.

Norbury, H. & Waxman, S. (July, 2006) Tight and loose: A conceptual asymmetry. Poster presented at the Twenty-eighth Annual Conference of the Cognitive Science Society, Vancouver, BC, Canada.

Waxman, S. R. & Medin, D. L. (July, 2006). Core knowledge, Naming and the Acquisition of the Fundamental (Folk)biologic Concept 'Alive'. Talk presented at the 5th International Conference of the Cognitive Sciences, Vancouver, BC, Canada.

Fennell, C. & Waxman, S.R. (June, 2006). Infants of 14 months use phonetic detail in novel words placed in naming phrases. Talk presented at the International Conference on Infant Studies, Kyoto, Japan.

Fulkerson, A., Waxman, S.R., Seymour, J.M. (June, 2006). Object naming and categorization in 6- and 12-month-old infants: Consistency in naming counts. Talk presented at the International Conference on Infant Studies, Kyoto, Japan.

Lidz, J., Bunge, A., Leddon, E., & Waxman, S.R. (March, 2006). When One Cue is Better than Two: Syntactic vs. Lexical Information in Infant Verb Learning. Talk presented at the CUNY Workshop on On-Line Methods in Children's Language Processing, New York.

Fulkerson, A. L., Waxman, S. R., & Seymour, J. M. (November, 2005). Object naming and categorization: Evidence for a specific link in 6- and 12-month-olds. Poster presented at the meeting of the 29th Boston University Conference on Language Development, Boston, MA.

Piccin, T., & Waxman, S. R. (October, 2005). Children And Adults Show Identical Word-guessing Patterns In a Human Simulation Paradigm. Poster presented at the IV Biennial Meeting of the Cognitive Development Society, San Diego, CA.

Norbury, H. & Waxman, S. R. (October, 2005). Adults' attention to tight- and loose-fit: Sensitive but asymmetrical. Poster presented at the IV Biennial Meeting of the Cognitive Development Society, San Diego, CA.

Waxman, S.R., (September, 2005). All in Good Time: How do Infants Discover Distinct Types of Words and Map Them to Distinct Kinds of Meaning? Talk presented at Infant Pathways to Language: Methods, Models, and Research Directions. Conference supported by NICHD and Merrill Advanced Studies Center. Tempe, AZ.

Lavin, T., & Waxman, S. R., (July 2005). Nouns & Verbs in Early Word Learning. Paper presented at the Xth International Congress for the Study of Child Language, Berlin, Germany.

Anggoro, F.K., Waxman, S.R., & Medin, D.L. (July 2005). The effects of naming practices on children's understanding of living things. Paper presented at the Proceedings of the Twenty-seventh Annual Meeting of the Cognitive Science Society, Stresa, Italy.

Waxman, S. R. (April 2005). Generics. Symposium discussant at the Society for Research in Child Development Biennial Meeting, Atlanta, Georgia.

Bernal, S., Christophe, A., Waxman, S. R., Braun, I. E., & Lidz, J. (April 2005). Syntactic and semantic cues to verb acquisition in 23-month-old infants: Evidence from French and English. Poster presented at the Society for Research in Child Development Biennial Meeting, Atlanta, Georgia.

Waxman, S. R., Medin, D. L., & Anggoro, F. (April 2005). Culture, context, and naïve biology. Paper presented at the Society for Research in Child Development Biennial Meeting, Atlanta, Georgia.

Waxman, S. R. & Braun, I. E. (April 2005). The breadth of adjective learning at 23 and 29 months of age. Paper presented at the Society for Research in Child Development Biennial Meeting, Atlanta, Georgia.

Waxman, S. R. & Braun, I. E. (May 2004). Words as invitations to form categories: The importance of consistency. Paper presented at the XIVth Biennial International Conference on Infant Studies, Chicago, Illinois.

Waxman, S. R. & Guasti, M. T. (May 2004). Evidence for the extension of nouns and adjectives in Italian: New cross-linguistic evidence. Paper presented at the XIVth Biennial International Conference on Infant Studies, Chicago, Illinois.

Anggoro, F., Waxman, S. R., Lidz, J., Vishton, P., & Braun, I. (April 2003). What's in a Look: Infants Sensitivity to the Mappings between Grammatical Form and Meaning. Poster presented at the Society for Research in Child Development Biennial Meeting, Tampa, Florida.

Booth, A., Waxman, S. R., Huang, Y. T., & Hackenberg, J. (April 2003). Evidence for the Influence of Conceptual Knowledge on Early Word Learning. Paper presented at the Society for Research in Child Development Biennial Meeting, Tampa, Florida.

Waxman, S. R. (April 2003). Adjective Acquisition: Conceptual, Semantic, and Syntactic Matters. Discussant for a symposium presented at the Society for Research in Child Development Biennial Meeting, Tampa, Florida.

Balaban, M. T., & Waxman, S. R. (April 2002). Do words and melodies facilitate infants' heart rate and looking responses in an object categorization task? Poster presented at the 13th Biennial International Conference on Infant Studies, Toronto, Canada.

Booth, A. E., & Waxman, S. R. (April 2002). Object functions serve as cues to categories for Infants. Paper presented at the 13th Biennial International Conference on Infant Studies, Toronto, Canada.

Booth, A. E., & Waxman, S. R. (April 2002). Word learning is 'smart': Evidence that conceptual knowledge effects preschoolers' extension of novel words. Poster presented at the 13th Biennial International Conference on Infant Studies, Toronto, Canada.

Waxman, S. R., Booth, A. E., & Braun, I. E. (December 2001). The power of word learning. Paper presented at the Early Lexicon Acquisition Conference: Normal and Pathological Development, Lyon, France.

Waxman, S. R. (November 2001). Not by perception alone: Conceptual and semantic factors underlying children's extension of novel adjectives. Paper presented at the 26th annual Boston University Conference on Language Development, Somerville, MA:

Namy, L. L., & Waxman, S. R. (June 2001). Developmental change in infant's interpretation of words and gestures. Paper presented at the Orage Conference: Orality and Gestuality? Aix-en-Provence, France.

Waxman, S. R. (April 2001). What is special about word learning? Presentation at the Society for Research in Child Development Biennial Meeting, Minneapolis, MN.

Waxman, S. R. (April 2001). The power of word learning. Paper presented at the Society for Research in Child Development Biennial Meeting, Minneapolis, MN.

Booth, A. E. & Waxman, S. R. (April 2001). Cues that Facilitate the Formation of Categories in Infancy: Object Names and Object Functions. Poster presented at the Society for Research in Child Development Biennial Meeting, Minneapolis, MN.

Braun, I. E., Balaban, M., T., Booth, A., E., & Waxman, S. R. (April 2001). Parental input to infants regarding individual objects, categories of objects, and naming. Poster presented at the Society for Research in Child Development Biennial Meeting, Minneapolis, MN.

Waxman, S. R., & Booth, A. E. (March 2001). The origins and evolution of links between word learning and conceptual organization: New evidence from 11-month-olds. Paper presented at the 2nd Bisontine Conference for Conceptual and Linguistic Development in the Child from 1 to 6 years, Besancon, France.

Waxman, S. R., & Booth, A. E. (July 2000). 14-month-old infants map count nouns specifically to object categories: Evidence from word extension. Poster presented at the International Conference on Infancy Studies, Brighton, England.

Balaban, Marie T., Chinen, R., & Waxman, S. R. (July 2000). How do parents guide infants' attention to novel object categories? Poster presented at the International Conference on Infancy Studies, Brighton, England.

Waxman, S. R., & Booth, A. E. (December 1999). Distinguishing count nouns from adjectives: Evidence from 14-month-olds' word extension. Paper presented at the 1st Bisontine Conference for Conceptual and Linguistic Development in the Child Aged from 1 to 6 Years. Besançon, France.

Waxman, S. R., Hall, D. G., Bredart, S. and Nicolay, A. (December, 1999). Semantic distinctions between count nouns and adjectives in French and English. Paper presented at the 1st Bisontine Conference for Conceptual and Linguistic Development in the Child Aged from 1 to 6 Years. Besançon, France.

Waxman, S. R., & Booth, A. E. (November 1999). Distinguishing count nouns from adjectives: Evidence from 14-month-olds' word extension. Paper presented at the meeting of the 24th Boston University Conference on Language Development, Boston, MA.

Mix, K. S., & Waxman, S. R. (October 1999). Are color concepts easier to learn than number concepts? Poster presented at the meeting of the Cognitive Development Society, Chapel Hill, NC.

Waxman, S. R., & Klibanoff, R. S. (April 1999). Mapping adjectives broadly: The role of contrast and multiple exemplars. Paper presented at the meeting of the Society for Research in Child Development, Albuquerque, NM.

Waxman, S. R., Williams, S. E., & Booth, A. E. (April 1999). Coordination of speech cues and word learning in 14-month-old infants. Paper presented at the meeting of the Society for Research in Child Development, Albuquerque, NM.

Klibanoff, R. S., & Waxman, S. R. (April 1998). Three-year-olds' acquisition of novel adjectives: Support from the basic-level kind. Poster presented at the International Conference on Infancy Studies, Atlanta, GA.

Klibanoff, R. S., & Waxman, S. R. (November 1997). Preschoolers' acquisition of novel adjectives and the role of basic-level kind. Paper presented at the 22nd Boston University Conference on Language Development, Boston, MA.

Namy, L. L., & Waxman, S. R. (November 1997). Words and gestures: The role of carrier phrases in infants' mapping of novel symbols to object categories. Paper presented at the 22nd Boston University Conference on Language Development, Boston, MA.

Waxman, S. R., & McGregor, K. K. (May 1997). Word-learning biases in preschoolers with and without language impairment. Paper presented at the Symposium on Research in Child Language Disabilities, Madison, WI.

Waxman, S. R., & Markow, D. B. (April 1997). Soft ice cream and soft slippers: The role of object kind in mapping adjectives to object properties. Paper presented at the meeting of the Society for Research in Child Development, Washington, DC.

Waxman, S. R., Stote, R., & Philippe, M. (April 1997). Count nouns and object categories: Modifications in word-learners' expectations from infancy through the preschool years. Poster presented at the meeting of the Society for Research in Child Development, Washington, DC.

Waxman, S. R., & Braig, B. (April 1996). Stars and starfish: How far can shape take us? Paper presented at the International Conference on Infancy Studies, Providence, RI.

Waxman, S. R., & Balaban, Marie T. (April 1996). Ursines and felines: Novel words support object categorization in 9 month old infants. Paper presented at the International Conference on Infancy Studies, Providence, RI.

Saah, M. I., Waxman, S. R., & Johnson, J. (April 1996). The composition of children's early lexicons as a function of age and vocabulary size. Paper presented at the International Conference on Infancy Studies, Providence, RI.

McGregor, K., & Waxman, S. R. (November 1995). Multiple level naming abilities of children with word-finding deficits. Paper presented at the 20th Boston University Conference on Language Development, Boston, MA.

Balaban, M. T., & Waxman, S. R. (November 1995). An examination of the factors underlying the facilitative effect of word phrases on object categorization in 9-month-old infants. Paper presented at the 20th Boston University Conference on Language Development, Boston, MA.

Waxman, S. R. (April 1995). Linkages between nouns and object categories in the acquisition of English, French and Spanish. Paper presented at the meeting of the Society for Research in Child Development, Indianapolis, IN.

Namy, L. L., & Waxman, S. R. (April 1995). Challenging the notion of an early thematic preference. Paper presented at the meeting of the Society for Research in Child Development, Indianapolis, IN.

Waxman, S. R. (November 1994). Characteristics of word-learners: Before and after the "vocabulary explosion." Paper presented at the 19th Boston University Conference on Language Development, Boston, MA.

Gentner, D., & Waxman, S. R. (June 1994). Perceptual and conceptual bootstrapping in early word meaning. Paper presented at the meeting of the International Conference on Infancy Studies, Paris, France.

Waxman, S. R. (March 1993). The emergence of specific linkages between linguistic and conceptual organization. Paper presented at the meeting of the Society for Research in Child Development, New Orleans, LA.

Markow, D. B., & Waxman, S. R. (March 1993). The influence of nouns and adjectives on infants' object categorization is a function of language level. Poster presented at the meeting of the Society for Research in Child Development, New Orleans, LA.

Waxman, S. R., & Balaban, M. T. (May 1992). The influence of words vs. tones on infants' categorization. Paper presented at the Eighth International Conference on Infant Studies, Miami, FL.

Markow, D. B., & Waxman, S. R. (May 1992). The influence of labels on 12-month-olds' category formation. Paper presented at the Eighth International Conference on Infant Studies, Miami, FL.

Waxman, S. R. (April 1991). Nouns highlight superordinate category relations: Data from French- and Spanish-speaking preschool children. Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Waxman, S. R., & Heim, L. S. (April 1991). Nouns highlight category relations in 13-month-old infants. Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Waxman, S. R. (October 1990). Early lexical hierarchies. Paper presented at the 15th Annual Boston University Conference on Language Development, Boston, MA.

Waxman, S. R. (April 1990). Relations among word meanings in early lexical development. Paper presented at the Seventh International Conference on Infant Studies, Montreal, Canada.

Waxman, S. R. (January 1990). Bunting Institute (Radcliffe College) Colloquium Series. Respondent to presentation by Z. Luria, Gender: A young child's view.

Waxman, S. R. (June 1989). Winding paths toward a common destination. Invited discussant at the annual meeting of the Jean Piaget Society, Philadelphia, PA.

Waxman, S. R. (April 1989). Establishing new subclasses: Angelfish have fused teeth. Paper presented in a symposium at the meeting of the Society for Research in Child Development, Kansas City, MO.

Hall, D. G., & Waxman, S. R. (April, 1989). A constraint on the acquisition of object terms. Poster presented at the meeting of the Society for Research in Child Development, Kansas City, MO.

Waxman, S. R. (June, 1988). The role of language in children's hierarchical systems of organization. Symposium paper presented at the annual meeting of the Jean Piaget Society, Philadelphia, PA.

Waxman, S. R. (May, 1987). Chair, Early Cognitive Development session at the annual meeting of the Jean Piaget Society, Philadelphia, PA.

Waxman, S. R. (April, 1987). Linguistic and conceptual organization in 30-month olds: A preliminary report. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

Waxman, S. R., & Shipley, E. S. (April, 1987). Interactions between existing knowledge and language in subordinate classification. Paper presented at the meeting of the Society for Research in Child Development, Baltimore, MD.

Waxman, S. R. (April, 1985). Preschoolers' classification at four hierarchical levels. Paper presented at the meeting of the society for Research in Child Development, Toronto, Canada.

Waxman, S. R. (October, 1984). What constitutes evidence of hierarchical systems of organization: Evidence in preschool children. Invited presentation. Sloan seminar in Cognitive Science, University of Pennsylvania.

Waxman, S. R. (April, 1983). Superordinate classification in preschool children. Paper presented at the meeting of the Society for Research in Child Development, Detroit, MI.

Waxman, S. R. (Spring, 1981). Auditory processing of synthesized speech-like stimuli. Paper presented at the Eastern Psychological Association meeting, New York, NY.

Invited Addresses to Policy, Funding and Research Organization

University of Illinois, Urbana-Champaign, 2008.

Ann L. Brown Lecture (Award for Excellence in Developmental Research).

Cells 2 Society/Center for International and Comparative Studies, Workshop on International Dimensions of Social Disparities and Health, October, 2006.

U.S. National Committee for Psychology (sponsored by NSF), International Collaborations in Social and Behavioral Science Research, October, 2006.

McDonnell Foundation. Language and Cognitive Development: Behavioral and Imaging Perspectives. Invited panel member. 2006.

London School of Economics, Department of Anthropology.

Workshop participant: Bringing together anthropological and psychological methods in the study of cognitive development and cultural transmission, January, 2006.

Major Invited Colloquia and Symposia (past 5 years)

The Ann L. Brown Memorial Lecture, University of Illinois, Developmental Psychology, October, 2008.

American Speech and Hearing Association Annual Convention. Invited Speaker. November, 2008.

International Conference on Infant Studies. Vancouver, BC

Invited symposium chair. Continuity and change in early language development. March, 2008.

University of Chicago

Colloquium. Developmental Psychology. November, 2006.

Biannual Meeting of the German Association of Developmental Psychologists. Heidelberg, Germany.

Invited key speaker (declined). Fall, 2007.

International Association for the Study of Child Language. Berlin, Germany.

Invited symposium coordinator. Summer, 2005.

University of British Columbia, Developmental Psychology.

Invited speaker, March 2005

University of Minnesota, Institute of Child Development.

Invited speaker, February 2005

University of Michigan, Developmental Psychology,

Invited speaker. Winter 2004.

Purdue University, Developmental Psychology,
Invited speaker. Winter 2004.
XXVIII International Congress of Psychology (Beijing, China)
Invited symposium speaker: Universality and cultural variability in conceptual development: The
case of naive biology. August, 2004.
University of Milano (Milan, Italy). Invited Address. June, 2004.
Institute for Cognitive Sciences (CNRS -Lyon, France).
Invited Address. June, 2004.
Ecole Normale Superieure - Institut des Sciences Cognitive et Psycholinguistique (Paris),
Invited visiting scholar. June, 2004.
XIth European Conference on Developmental Psychology (Milan)
Invited symposium speaker (Aug 2003: declined)
Max Planck Institute for Psycholinguistics (Germany)
Invited visiting scholar (May 2003)
Emory University
Invited speaker. Symbol use and symbolic representation. Emory Cognition Project (October,
2002)
University of Chicago
Colloquium. Developmental Psychology. October, 2002
ICIS (Toronto, Canada)
Keynote address-Paul Bloom: How children learn the meaning of words
Chair (April 2002)
2002 AAAS Annual Meeting and Science Innovation Exposition
Organized symposium and invited address (February 2002).

Advisees:

Postdoctoral Fellows

Northwestern University

Sudha Arumachalam (2007-present)

Marian Chen (2007-present)

Erin Leddon (2006-present)

Andrzej Tarlowski (2005-2007)

University of Basque Country, Spain, Postdoctoral Fellow

Christopher Fennel (2005-2006)

University of Ottawa, Asst. Professor, Psychology

Tracy Lavin (2003-2005)

Canadian Council on Learning, Research Analyst, Vancouver, Canada

Amy Booth (2001-2003)

Northwestern University, Asst. Professor, Communication Sciences & Disorders

Ph.D. Students

Current

Patricia Herrmann

Ariel Grace

Heather Norbury

Completed Ph.D.s

Tom Piccin, Ph.D., 2007, Northwestern University

Florencia Anggoro, Ph.D., 2006, Northwestern University

Georgia State University, Assistant Professor of Educational Psychology

Raquel S. Klibanoff, Ph.D., 2001, Northwestern University
University of Chicago, Post-doctoral fellow, Psychology
Stephanie Taddei, M.A., 2001. Northwestern University
Research consultant
Laura Namy, Ph.D., 1998, Northwestern University
Emory University, Assoc. Prof., Psychology
D. Geoffrey Hall, Ph.D., 1991, Harvard University.
University of British Columbia, Assoc Prof., Psychology
Dana Markow, Ph.D., 1995
Harris Interactive, Sr. Dir., Youth and Education Research

Classes Taught:

Graduate Level Seminars and Core Courses.

Topics including language acquisition, cognitive development, and culture.

Undergraduate Level

Freshman Seminar (writing and research intensive)
Developmental Psychology
Cognitive Development
Practicum in Child Development