

Publications

JOURNAL ARTICLES

1. Shavlik, M., Köksal, Ö., French, B. F., Haden, C. A., Legare, C. H., & Booth, A. E. (2022). Contributions of causal reasoning to early scientific literacy. *Journal of Experimental Child Psychology*, 224, 105509. <https://doi.org/10.1016/j.jecp.2022.105509>
2. Dutra, N. B., Chen, L., Anum, A., Burger, O., Davis, H. E., Dzokoto, V. A., Fong, F. T. K., Ghelardi, S., Mendez, K., Messer, E. J. E., Newhouse, M., Nielsen, M. G., Ramos, K., Rawlings, B., Santos, R. A. C. dos, Silveira, L. G. S., Tucker-Drob, E. M., & Legare, C. H. (2022). Examining relations between performance on non-verbal executive function and verbal self-regulation tasks in demographically-diverse populations. *Developmental Science*, 25(5). <https://doi.org/10.1111/desc.13228>
3. Davis, S., Rawlings, B., Clegg, J. M., Ikejimba, D., Watson-Jones, R. E., Whiten, A., & Legare, C. H. (2022). Cognitive flexibility supports the development of cumulative cultural learning in children. *Scientific Reports*, 12(1). <https://doi.org/10.1038/s41598-022-18231-7>
4. Burger, O., Hashmi, F., Dańko, M. J., Akhauri, S., Chaudhuri, I., Little, E., Lunkenheimer, H. G., Mondal, S., Mor, N., Saldanha, N., Schooley, J., Singh, P., Johnson, T., & Legare, C. H. (2022). Facilitating behavioral change: A comparative assessment of ASHA efficacy in rural bihar. *PLOS Global Public Health*, 2(8), e0000756. <https://doi.org/10.1371/journal.pgph.0000756>
5. Broesch, T., Little, E. E., Carver, L. J., & Legare, C. H. (2022). Still-face redux: Infant responses to a classic and modified still-face paradigm in proximal and distal care cultures. *Infant Behavior and Development*, 68, 101732. <https://doi.org/10.1016/j.infbeh.2022.101732>
6. Legare, C., Burger, O., Johnson, T., Mor, N., & Saldanha, N. (2022). Leverage the power of ritual to improve community health worker efficacy and public health outcomes: Lessons from bihar, india. *The Lancet Regional Health - Southeast Asia*, 1, 100006. <https://doi.org/10.1016/j.lansea.2022.04.002>
7. Burger, O., Chen, L., Erut, A., Fong, F. T. K., Rawlings, B., & Legare, C. H. (2022). Developing cross-cultural data infrastructures (CCDIs) for research in cognitive and behavioral sciences. *Review of Philosophy and Psychology*. <https://doi.org/10.1007/s13164-022-00635-z>
8. Fong, F. T. K., Nielsen, M., & Legare, C. H. (2022). Revisiting an extant framework: Concerns about culture and task generalization. *Behavioral and Brain Sciences*, 45. <https://doi.org/10.1017/s0140525x22001200>
9. Weisman, K., Legare, C. H., Smith, R. E., Dzokoto, V. A., Aulino, F., Ng, E., Dulin, J. C., Ross-Zehnder, N., Brahinsky, J. D., & Luhrmann, T. M. (2021). Similarities and differences in concepts of mental life among adults and children in five cultures. *Nature Human Behaviour*, 5(10), 1358–1368. <https://doi.org/10.1038/s41562-021-01184-8>
10. Luhrmann, T. M., Weisman, K., Aulino, F., Brahinsky, J. D., Dulin, J. C., Dzokoto, V. A., Legare, C. H., Lifshitz, M., Ng, E., Ross-Zehnder, N., & Smith, R. E. (2021). Reply to terhune and jamieson: The nature of absorption. *Proceedings of the National Academy of Sciences*, 118(32). <https://doi.org/10.1073/pnas.2109120118>
11. Rawlings, B. S., Legare, C. H., Brosnan, S. F., & Vale, G. L. (2021). Leveling the playing field in studying cumulative cultural evolution: Conceptual and methodological advances in nonhuman animal research. *Journal of Experimental Psychology: Animal Learning and Cognition*, 47(3), 252–273. <https://doi.org/10.1037/xan0000303>
12. Lunkenheimer, H. G., Burger, O., Akhauri, S., Chaudhuri, I., Dibbell, L., Hashmi, F. A., Johnson, T., Little, E. E., Mondal, S., Mor, N., Saldanha, N., Schooley, J., & Legare, C. H. (2021). Tradition, taste and taboo: The gastroecology of maternal perinatal diet. *BMJ Nutrition, Prevention & Health*, 4(2), 385–396. <https://doi.org/10.1136/bmjnp-2021-000252>
13. Little, E. E., Cioffi, C. C., Bain, L., Legare, C. H., & Hahn-Holbrook, J. (2021). An infant carrier intervention and breastfeeding duration: A randomized controlled trial. *Pediatrics*, 148(1). <https://doi.org/10.1542/peds.2020-049717>
14. Luhrmann, T. M., Weisman, K., Aulino, F., Brahinsky, J. D., Dulin, J. C., Dzokoto, V. A., Legare, C. H., Lifshitz, M., Ng, E., Ross-Zehnder, N., & Smith, R. E. (2021). Sensing the presence of gods and spirits across cultures and faiths. *Proceedings of the National Academy of Sciences*, 118(5). <https://doi.org/10.1073/pnas.2016649118>
15. Köksal, Ö., Sodian, B., & Legare, C. H. (2021). Young children's metacognitive awareness of confounded evidence. *Journal of Experimental Child Psychology*, 205, 105080. <https://doi.org/10.1016/j.jecp.2020.105080>
16. Sobel, D. M., Letourneau, S. M., Legare, C. H., & Callanan, M. (2020). Relations between parentchild interaction and children's engagement and learning at a museum exhibit about electric circuits. *Developmental Science*, 24(3). <https://doi.org/10.1111/desc.13057>

17. Rawlings, B., & Legare, C. H. (2020). Toddlers, tools, and tech: The cognitive ontogenesis of innovation. *Trends in Cognitive Sciences*, 25(1), 81–92. <https://doi.org/10.1016/j.tics.2020.10.006>
18. Busch, J. T. A., Watson-Jones, R. E., & Legare, C. H. (2020). Cultural variation in the development of beliefs about conservation. *Cognitive Science*, 44(10). <https://doi.org/10.1111/cogs.12909>
19. Clegg, J. M., Wen, N. J., DeBaylo, P. H., Alcott, A., Keltner, E. C., & Legare, C. H. (2020). Teaching through collaboration: Flexibility and diversity in caregiver-child interaction across cultures. *Child Development*, 92(1). <https://doi.org/10.1111/cdev.13443>
20. Rawlings, B., & Legare, C. H. (2020). The social side of innovation. *Behavioral and Brain Sciences*, 43. <https://doi.org/10.1017/s0140525x20000217>
21. Legare, C. H., Akhauri, S., Chaudhuri, I., Hashmi, F. A., Johnson, T., Little, E. E., Lunkenheimer, H. G., Mandelbaum, A., Mandlik, H., Mondal, S., Mor, N., Saldanha, N., Schooley, J., Sharda, P., Subbiah, S., Swarup, S., Tikkanen, M., & Burger, O. (2020). Perinatal risk and the cultural ecology of health in bihar, india. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 375(1805), 20190433. <https://doi.org/10.1098/rstb.2019.0433>
22. Legare, C. H., & Nielsen, M. (2020). Ritual explained: Interdisciplinary answers to tinbergens four questions. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 375(1805), 20190419. <https://doi.org/10.1098/rstb.2019.0419>
23. Wen, N. J., Willard, A. K., Caughy, M., & Legare, C. H. (2020). Watch me, watch you: Ritual participation increases in-group displays and out-group monitoring in children. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 375(1805), 20190437. <https://doi.org/10.1098/rstb.2019.0437>
24. Callanan, M. A., Legare, C. H., Sobel, D. M., Jaeger, G. J., Letourneau, S., McHugh, S. R., Willard, A., Brinkman, A., Finiasz, Z., Rubio, E., Barnett, A., Gose, R., Martin, J. L., Meisner, R., & Watson, J. (2020). Exploration, explanation, and parent-child interaction in museums. *Monographs of the Society for Research in Child Development*, 85(1), 7–137. <https://doi.org/10.1111/mono.12412>

PREPRINTS

1. Sobel, D., Letourneau, S., Legare, C., & Callanan, M. (2020). *Relations between parent-child interaction and children's engagement and learning at a museum exhibit about circuits*. <https://doi.org/10.31234/osf.io/eydf5>

BOOKS

BOOK CHAPTERS

1. Legare, C. (2023). Schools as cultural reproduction devices. In *Oxford handbook of cultural evolution*.
2. Legare, C. (2022). Explaining and solving practical problems supernaturally. In *Cognitive science of religion*.
3. Legare, C. (2022). Satisfying existential and epistemic needs: Representational pluralism among scientific domains. In *Representational pluralism: Perspectives from science education, psychology, philosophy, and the cognitive sciences*.
4. Legare, C. (2022). Teaching controversial topics such as evolutionary theory: Tips and tools. In *Free speech and intellectual diversity in higher education*.

Professional Presentations

Symposium on “Just how special are humans really? Insights from science, philosophy, and theology on the mystery of human uniqueness”. Shaping intelligence: How development, culture, and technology transform human cognitive capacities.

HARVARD UNIVERSITY, MUSEUM OF COMPARATIVE ZOOLOGY.

2022

The coexistence of natural and supernatural explanations across cultures and development.

RUTGERS UNIVERSITY, DEPARTMENT OF PHILOSOPHY. COGNITIVE SCIENCE OF RELIGION WORKSHOP.

2022

The development and diversity of cumulative cultural learning.

BROWN UNIVERSITY, DEPARTMENT OF COGNITIVE, LINGUISTIC, AND PSYCHOLOGICAL SCIENCES, BROWN SOCIAL COGNITIVE SEMINAR.

2022

Symposium on, “Understanding children’s executive functions across diverse cultural settings”. Creating connections in child development: Linking education and executive functions for 21st century skills in the Global South.

CAMBRIDGE UNIVERSITY, DEPARTMENT OF EDUCATION, CENTRE FOR RESEARCH ON PLAY IN EDUCATION, DEVELOPMENT & LEARNING (PEDAL).

2022

“Adaptive constructive processes in memory, imagination, and creativity” presented by Daniel Schacter. Precision convergence webinar series.

THE MCGILL CENTRE FOR THE CONVERGENCE OF HEALTH AND ECONOMICS (MCCHE) AT MCGILL UNIVERSITY AND THE PITTSBURGH SUPERCOMPUTING CENTER, A JOINT COMPUTATIONAL RESEARCH CENTER BETWEEN CARNEGIE MELLON UNIVERSITY AND THE UNIVERSITY OF PITTSBURGH.

2022

Shaping intelligence: How development, culture, and technology transform human cognitive capacities.

HARVARD UNIVERSITY, MUSEUM OF COMPARATIVE ZOOLOGY.

2021

The development and diversity of cumulative cultural learning.

POLISH SOCIETY FOR HUMAN AND EVOLUTION STUDIES. 7TH ANNUAL INTERNATIONAL CONFERENCE: HUMANS IN EVOLUTIONARY PERSPECTIVE.

2021

Rituals for a reason: New habits in the time of COVID-19.

THE SCIENCE AND ENTERTAINMENT EXCHANGE: A PROGRAM OF THE NATIONAL ACADEMY OF SCIENCES.

2021

Perinatal risk and the cultural ecology of health in Bihar, India.

ASHOKA UNIVERSITY, CENTRE FOR SOCIAL AND BEHAVIOURAL CHANGE.

2021

The development and diversity of cumulative cultural learning.

THE UNIVERSITY OF TEXAS AT AUSTIN, DEPARTMENT OF CLASSICS.

2021

Ritual in the era of COVID.

SWASTH DIGITAL HEALTH FOUNDATION. WEBINAR ON UNDERSTANDING HUMAN BEHAVIOR: WHY IT MATTERS FOR DOCTORS.

2020

Folkbiology of illness and death.

NORTHWESTERN UNIVERSITY. SCHOOL OF EDUCATION & SOCIAL POLICY. CONSULTANT FOR OPEN SCIENCE EDUCATION AND LEARNING IN PLACES.

2020

The development and diversity of cumulative cultural learning.

UNIVERSITY OF ST. ANDREWS, DIVERSE INTELLIGENCES SUMMER INSTITUTE (DISI).

2020

Digital divide.

UNIVERSITY OF MICHIGAN, DEPARTMENT OF PSYCHOLOGY.

2020

The development and diversity of cumulative cultural learning.

STANFORD UNIVERSITY, GRADUATE SCHOOL OF EDUCATION. STANFORD CENTER FOR EDUCATION POLICY ANALYSIS.

2020

University-Museum collaborations informing practice: How families explain and explore.

THINKERY

2020

The development and diversity of cumulative cultural learning.

HARVARD UNIVERSITY, DEPARTMENT OF PSYCHOLOGY. HARVARD LAB FOR DEVELOPMENTAL STUDIES.

2020

Conference Abstracts

Cultural transmission and the development of social learning.

42ND ANNUAL MEETING OF THE COGNITIVE SCIENCE SOCIETY IN TORONTO, CANADA

2020

Perinatal risk and the cultural ecology of health in Bihar, India.

42ND ANNUAL MEETING OF THE COGNITIVE SCIENCE SOCIETY IN TORONTO, CANADA.

2020

Honors

Funding

Does big culture require big brains? Collective intelligence in roaches and rats

FUNDING: \$234,000

Templeton World Charity
Foundation,
2022 - 2024

Spiritualization through artistic activity and training

FUNDING: \$234,000

Templeton Religion Trust,
2022 - 2023

Young wives: An exploratory study of married women under twenty and the socio- cultural determinants of family planning in low resource settings in India

FUNDING: \$200,000

National Academy of Sciences,
USAID, NSF, NIH,
2021 - 2023

AccelNet-Design: Harnessing Global Science Networks to Accelerate Cultures of Learning

FUNDING: \$249,763

Office of the Director, 2114731
2021 - 2023

The consequences of formal education for science and religion

FUNDING: \$3,400,000

Templeton Religion Trust,
2019 - 2023

Examining global variation in beliefs and behaviors related to COVID-19 vaccination

FUNDING: \$30,000

Co-Funded by the Office of the
Associate Dean for Research and
Graduate Studies (College of Liberal
Arts) & Vice President for Research
(VPR), The University of Texas at
Austin. ,
2021 - 2022

Cultural variation in adults' beliefs about conformity in children

FUNDING: \$10,000

Global Faculty Research Seed Grant,
The University of Texas at Austin. ,
2021 - 2022

Capturing the value of mixed methodologies

FUNDING: \$100,000

Bill and Melinda Gates Foundation,
2020 - 2022

The Development of Teaching and Social Learning Across Cultures

FUNDING: \$905,631

Directorate for Social, Behavioral &
Economic Sciences, 1730678
2017 - 2022

Examining variation in belief about COVID-19 within Texas

FUNDING: \$10,000

Vice President for Research (VPR)
Research & Creative Grant, The
University of Texas at Austin. ,
2020 - 2021

Examining global variation in beliefs about COVID-19

FUNDING: \$25,000

Population Research Center, The
University of Texas at Austin. ,
2020 - 2021

Play and learning across a year (PLAY Project)

FUNDING: \$18,527

National Institutes of Health,
2019 - 2021

Supporting adults as children's learning facilitators: A museum-university research partnership

FUNDING: \$244,667

Institute of Museum and Library
Services,
2019 - 2021

Examining the foundations of cultural intelligence through behavioral flexibility

FUNDING: \$234,000

Templeton World Charity
Foundation, 0312
2018 - 2021

Service

The University of Texas at Austin Department of Psychology

HIRING PLANNING COMMITTEE

Human Nature (journal)

CONSULTING EDITOR

European Human Behaviour and Evolution Association

CONSULTING EDITOR

The University of Texas at Austin Department of Psychology

ELECTED MEMBER OF THE EXECUTIVE COMMITTEE

Cognitive Development Society

ELECTED BOARD MEMBER

Mentorship

MENTOR

The University of Texas at Austin Department of Psychology

FACULTY SEARCH COMMITTEE

Cognition (journal)

EDITORIAL BOARD MEMBER

International Conference on Thinking

CONFERENCE PROGRAM COMMITTEE

The University of Texas at Austin Department of Psychology

DEPARTMENT STRUCTURE AND GOVERNANCE COMMITTEE

University Graduate Continuing Fellowship Committee

COMMITTEE MEMBER

Austin, US

2022 - present

N/A, US

2021 - present

N/A, GB

2019 - present

Austin, US

2021 - 2023

Madison, US

2017 - 2023

Austin, US

2021 - 2022

Austin, US

2021 - 2022

N/A, US

2017 - 2021

Paris, FR

2020 - 2020

Austin, US

2019 - 2020

Austin, US

2018 - 2020

Mentoring and Teaching

MENTORING

Alejandro Erut (postdoctoral researcher)

MENTOR

2021 - present

Faiz Hashmi (PhD student)

MENTOR

2020 - present

Jesse Peregrino (PhD student)

MENTOR

2019 - present

Berivan Barin, Sampreeti Bingi, Brandon Cambre, Hui Feng, Rachel Hershmann, Meryl Jiang, Sohme Kim, Sannidhi Koganti, Katie Nguyen, Leo Pratt, Amani Saleh, Vennila Satheesh, Jedsada Thavornfung, Evan Zou (undergraduate students)

MENTOR

2022 - 2023

Oskar Burger (postdoctoral researcher)

MENTOR

2018 - 2022

Andrea Bongiovanni, Rachel Capao, Christian Denolan, Jana Fahkreddine, Kaya Gorsline, Abilio Sanchez, Dakota Tate, Yuchen Tian, Juolin Tsai, Yuhan Wang, Musmin Zar, Keyifan Zhao, Quan Zhou (undergraduate students)

MENTOR

2020 - 2021

Afshan Kamrudin (postdoctoral researcher)

MENTOR

2019 - 2021

Frankie Fong (visiting postdoctoral researcher)

MENTOR

2019 - 2021

Emily Messer (postdoctoral researcher)

MENTOR

2018 - 2021

Bruce Rawlings (postdoctoral researcher)

MENTOR

2018 - 2021

Samiyah Al-Amin, Alex Barshop, Sabrina Chavez, Anoushka Dasgupta, Sushil Gangasani, Elizabeth Hartzell, Kyle Katigbak, Sydney Lanyon, Sebastien Lauzy, Juliette Licon, Yanxi Lu, Helen Mokhayeri, Emma Morris, Roshan Nair, Morgan Newhouse, Hayden Rosato, Shelby Sears, Carolyn Smith, Patricia Tomacruz, Sana Usman (undergraduate students)

MENTOR

2019 - 2020

Karri Neldner (visiting PhD student)

MENTOR

2018 - 2020

TEACHING

PSY 341K • Cogn Science Of Religion (fall 2021)

INSTRUCTOR

2021 - 2021

PSY 394U • Coevol Of Cognition/Culture

INSTRUCTOR

2021 - 2021

PSY 341K • Cogn Science Of Religion (spring 2021)

INSTRUCTOR

2021 - 2021