

Jared Vasil
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New York University
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Employment

Postdoctoral Associate
Department of Psychology, New York University, 2024 – present

Education

Ph.D., Department of Psychology and Neuroscience, Duke University, 2018 – 2024
Advisor: Michael Tomasello

B.S., Psychology (*summa cum laude*), University of Florida, 2014 – 2018

B.A., Linguistics (*cum laude*), University of Florida

Minor Concentration: Philosophy

Peer-Reviewed Journal Articles

- [11] Li, L & **Vasil**, J. (2026). Phylogenetic, Ontogenetic, and Logical Critiques of Mental State Minimalism. *European Journal of Developmental Psychology*.
<https://doi.org/10.1080/17405629.2025.2607730>
- [10] **Vasil**, J. (2025). Shared intentionality may have been favored by persistence hunting in *Homo erectus*. *Behavioral and Brain Sciences*. (Commentary)
<https://doi.org/10.1017/S0140525X24000979>
- [9] **Vasil**, J., Provençal, M., & Tomasello, M. (2024). Effects of “We”-framing and Partner Number on 2- and 3-Year-Olds’ Sense of Commitment. *Cognitive Development*.
<https://doi.org/10.1016/j.cogdev.2024.101511>
- [8] **Vasil**, J., Capoot, C., & Tomasello, M. (2024). Effects of group entitativity on young English-speaking children’s interpretation of inclusive *We*. *PLoS ONE*.
<https://doi.org/10.1371/journal.pone.0306556>
- [7] **Vasil**, J., Price, D., & Tomasello, M. (2024). Thought and Language: Effects of Groupmindedness on Young Children’s Interpretation of Exclusive *We*. *Child Development*.
<https://doi.org/10.1111/cdev.14049>
- [6] **Vasil**, J., Moore, C., & Tomasello, M. (2023). Thought and Language: Association of Groupmindedness with Young English-speaking Children’s Production of Pronouns. *First Language*. <https://doi.org/10.1177/01427237231169398>
- [5] **Vasil**, J. (2023). A New Look at Young Children’s Referential Informativeness. *Perspectives on Psychological Science*. <https://doi.org/10.1177/17456916221112072>
- [4] **Vasil**, J. (2022). The Study of Rational Framing Effects Needs Developmental Psychology. *Behavioral and Brain Sciences*. (Commentary) <https://doi.org/10.1017/S0140525X2200005X>
- [3] **Vasil**, J., & Tomasello, M. (2022). Effects of “We”-framing on Young Children’s Commitment, Sharing, and Helping. *Journal of Experimental Child Psychology*.
<https://doi.org/10.1016/j.jecp.2021.105278>
- [2] **Vasil**, J., Badcock, P., Constant, A., Friston, K., & Ramstead, M. D. J. (2020). A World unto Itself: Human Communication as Active Inference. *Frontiers in Psychology*.
<https://doi.org/10.3389/fpsyg.2020.00417>

[1] Li, L., **Vasil**, J., & Negoita, S. (2020). What you mean is more important than how you say it: Envisioning intention-oriented brain-to-speech decoding. *Journal of Consciousness Studies*, 27(1-2), 71-93.

Manuscripts

In Revision

- **Vasil**, J., & Tomasello, M. Inferables and Four-Year-Olds' Referential Informativeness
- Rivero, A., **Vasil**, J., & Tomasello, M. Two- and Three-Year-Olds Coordinate Decisions in Dyads and Triads.

Submitted

- Yilmaz, D., **Vasil**, J., Rhodes, M. Effects of Generics and Contextual Cues on 3- and 4-Year-Olds' Normative Inferences.

In Preparation

- **Vasil**, J., & Rhodes, M. Effects of Linguistic "We"-Framing on 3- to 6-Year-Olds' Partner Choice and Commitment.
- **Vasil**, J., Boo, C., Boudreau, G., Johnson, J., & Rhodes, M. A Comparison of Three Measures of 4- to 7-Year-Olds' Academic Gender Stereotyping.
- **Vasil**, J., & Rhodes, M. Two- to 4-Year-Olds' Use of Generic Knowledge as Shared Knowledge.

Works

- Yilmaz, D., **Vasil**, J., Rhodes, M. Effects of Generics and Contextual Cues on 3- and 4-Year-Olds' Normative Inferences. Poster accepted at *Cognitive Development Society Biennial Meeting*. Montreal.
- **Vasil**, J., & Rhodes, M. (2026). Four-Year-Olds' Use of Generic Knowledge as Shared Knowledge. Poster accepted at *Cognitive Development Society Biennial Meeting*. Montreal.
- Pion, G., **Vasil**, J., Schwartz, E., Mandelbaum, E., & Rhodes, M. (2025). Generics, Explicit Quantifiers, and Essentialism. Poster presented at *Essentialism in the Human Mind*. Amherst, MA.
- **Vasil**, J. (2024). Effects of "We"-Framing and Prior Discourse on Young Children's Referential Informativeness. Doctoral dissertation, Department of Psychology and Neuroscience, Duke University.
<https://dukespace.lib.duke.edu/server/api/core/bitstreams/39effd5e-b9cb-43b7-81b9-455c5f600aec/content>. Committee: Drs. Rick Hoyle, Tamar Kushnir, Michael Tomasello, and Makeba Wilbourn
- **Vasil**, J., Provençal, M., & Tomasello, M. (2024). Effects of "We"-framing and Partner Number on 2- and 3-Year-Olds' Commitment. Poster presented at *Cognitive Development Society Biennial Meeting*. Pasadena, CA.
- **Vasil**, J. & Tomasello, M. (2023). Thought and Language: Young Children's Interpretation of We. Poster presented at *Budapest CEU Conference on Cognitive Development*. Budapest, Hungary.

- **Vasil, J.** (2021). Evidence for a Cognitive Linguistic Model of Collaboration. Doctoral dissertation proposal, Department of Psychology and Neuroscience, Duke University. Committee: Drs. Rick Hoyle, Tamar Kushnir, Michael Tomasello, and Makeba Wilbourn
- **Vasil, J.** & Tomasello, M. (2021). Effects of ‘We’-framing on Preschoolers’ Commitment, Sharing, and Helping. Poster presented at *MK40: Common Knowledge, Common Ground, and Context in Communication*. Online (University College London).
- **Vasil, J.** (2021). Active Reference. Master’s thesis, Department of Psychology and Neuroscience, Duke University. Committee: Drs. Karl Friston, Rick Hoyle, Michael Tomasello, and Makeba Wilbourn
- **Vasil, J.** & Tomasello, M. (2020). Effects of ‘We’-framing on Preschoolers’ Commitment, Sharing, and Helping. Poster presented at *Budapest CEU Conference on Cognitive Development*. Budapest, Hungary.
- **Vasil, J.** & Tomasello, M. (2019). Effects of ‘We’-framing on Preschoolers’ Commitment, Sharing, and Helping. Poster presented at *Duke-UNC Chapel Hill Annual Meeting in Developmental Psychology*. Durham, NC.
- **Vasil, J.** & Tomasello, M. (2019). Effects of ‘We’-framing on Preschoolers’ Commitment, Sharing, and Helping. Poster presented at *Cognitive Development Society Biennial Meeting*. Louisville, KY.
- Negoita, S., **Vasil, J.**, & Li, L. (2019). Employing neuropragmatics and neurostimulation for decoding language from the brain. Poster presented at *Carolina Neurostimulation Conference*. Chapel Hill, NC.
- **Vasil, J.** (2018). *Homo*: A Principled Approach. Undergraduate Senior Thesis, University of Florida. <http://ufdc.ufl.edu/AA00063285>. Committee: Drs. Robert D’Amico, M. J. Farrar, Andreas Keil
- **Vasil, J.** (2017). Minimal Group Effects on Preschool Children’s Acceptance of Incorrect Testimony Under Stepwise Reduction of Perceptual Uncertainty. Poster presented at University of Florida, University Scholars Program Research Symposium. Gainesville, Florida.

Talks

- Joint Commitment and Partner Choice. (2025). Language and Concepts Working Group Meeting, New York University.
- Uniquely Human Computational Models of Reference. (2025). Computation and Decision-Making Lab, New York University.
- Uniquely Human Computational Models of Reference. (2025). Cognitive Development and Social Cognition Lab, New York University.
- Group-minded Thought and Language. (2024). Cognitive Development and Social Cognition Lab, New York University.
- Effects of “We”-Framing and Prior Discourse on Young Children’s Referential Informativeness. (2024). Doctoral dissertation (oral defense), Duke University.
- Association of Group-mindedness with Young Children’s Production and Interpretation of *We*. (2023). Normativity Colloquium, University of Konstanz. *Invited*.
- Thought and Language: Young Children’s Production and Interpretation of *We*. (2023). Language Group Meeting, Princeton University. *Invited*.

- Thought and Language: Young Children’s Production and Interpretation of *We*. (2023). Developmental-Social Area Brownbag, Duke University.
- Thought and Language: Young Children’s Interpretation and Production of *We*. (2023). Developmental Area Brownbag, Duke University.
- Developmental and Evolutionary Perspectives on Joint Commitment. (2022). Guest Lecture, PSY103 (Developmental Psychology), Duke University.
- Young Children’s Comprehension of *We*. (2022). Developmental Area Working Group Meeting, Duke University.
- Active Reference. (2021). Master’s thesis (oral defense), Department of Psychology and Neuroscience, Duke University. Committee: Drs. Karl Friston, Rick Hoyle, Michael Tomasello, and Makeba Wilbourn
- Effects of “We”-framing and Prior Discourse on Young Children’s Referring Expressions, Teaching, and Protest. (2021). Developmental Area Working Group Meeting, Duke University.
- Young English-speaking Children’s Comprehension of the Word “We”. (2021). Developmental Area Working Group Meeting, University of Virginia. *Invited*.
- English-speaking Preschoolers’ First-person Plural Pronouns. (2020). Developmental Area Working Group Meeting, Duke University.
- We-framing: Effects on Cooperation and Communication in Children. (2019). Developmental Area Working Group Meeting, Duke University.

Funding

- Lafitte Foundation Graduate Travel Award (Awardee, \$1,250) (2024).
- Vertical Integration Program Fellow, Duke University (Awardee, \$1,800) (2022).
- Vertical Integration Program Fellow, Duke University (Awardee, \$1,800) (2020).
- Vertical Integration Program Fellow, Duke University (Awardee, \$1,800) (2019).
- Lafitte Foundation Graduate Travel Award (Awardee, \$1,055) (2019).
- Lafitte Foundation Graduate Research Award (Awardee, \$5,000) (2019).
- Lafitte Foundation Graduate Travel Award (Awardee, \$810) (2018).
- University of Florida University Scholars Program (Awardee, \$1,750). (2016).

Teaching

- Developmental Psychology, PSY103 (TA, Duke University) (2022).
- Social Psychology, PSY104 (TA, Duke University) (2021).
- General Psychology, PSY101 (TA, Duke University) (2021).
- Decision Science, PSY141 (TA, Duke University) (2020)
- Developmental Psychology, PSY103 (TA, Duke University) (2019)
- General Psychology, PSY2012 (TA, University of Florida) (2017)

Mentoring

- Alissa Rivero (Senior Thesis Project, Duke University) (2024, 2026). Manuscript: Rivero, Vasil, & Tomasello (in revision). Full reference above.
- Maya Provençal (Senior Honors Thesis, Duke University) (2023). Publication: Vasil, Provençal, & Tomasello (2024). Full citation above.

- Camryn Capoot (Senior Honors Thesis, Duke University) (2022). Publication: Vasil, Capoot, & Tomasello (2024). Full citation above.
- Dayna Price (Senior Honors Thesis, Duke University) (2021). Publication: Vasil, Price, & Tomasello (2023). Full citation above.
- Kayla Harris (Senior Honors Thesis, Duke University) (2020).

Service

Peer Review (journals). *Cognition, Cognitive Science, Developmental Science, Journal of Experimental Psychology: General, Social Development*

Peer Review (conferences). Budapest Conference on Childhood Cognitive Development