Kara Weisman

Curriculum Vitae
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Stanford University Department of Psychology
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EDUCATION

Stanford University, Stanford, CA

Ph.D. in Psychology (in progress: September 2013 – present)

Advisors: Ellen M. Markman, Ph.D., & Carol S. Dweck, Ph.D.

Area of specialization: Developmental psychology

Yale University, New Haven, CT

Bachelor of Arts, *magna cum laude*, with distinction in Cognitive Science (May 2009)

Cognitive Science Major: selective, self-designed major focusing on the concept of the self, with courses in psychology, philosophy, neuroscience, and linguistics

Directed Studies: selective 1-year program in Western literature, history, and philosophy

RESEARCH INTERESTS

I am interested in social cognitive development and intuitive philosophy of mind, specifically children's and adult's understanding of mental life, sentience, consciousness, and personhood. Most of my work examines social reasoning through behavioral studies with children and adults. I am also interested in examining the cultural forces that shape children's developing sense of what it means to be a person. More broadly, I am interested in drawing connections between developmental, cognitive, social, and cultural psychology, as well as philosophy.

HONORS AND AWARDS

Norman H. Anderson Research Fund Grant (2017)

Centennial Teaching Assistant Award (2016)

National Science Foundation Graduate Research Fellowship (September 2014 – present)

William R. and Sara Hart Kimball Stanford Graduate Fellowship (September 2013 – present)

Honorable mention, National Science Foundation Graduate Research Fellowship (2013)

Nomination, Robert G. Crowder Prize for Undergraduate Research in Psychology (2009)

Mellon Forum Undergraduate Research Grant (January – May 2009)

Libby Rouse Fund for Peace Fellowship (June – August 2008)

Member, Psi Chi International Honor Society in Psychology (2008)

PUBLICATIONS

Weisman, K., & Markman, E.M. (2017). Theory-based explanation as intervention. *Psychonomic Bulletin and Review*.

Kim, S., Kalish, C.W., **Weisman, K.**, Johnson, M.V., & Shutts, K. (2016). Young children choose to inform previously knowledgeable others. *Journal of Cognition and Development*, *17*(2), 320-340.

Weisman, K., Johnson, M.V., & Shutts, K. (2015). Young children's automatic encoding of social categories. *Developmental Science*, *18*(6), 1036-1043.

Olson, K.R., Shutts, K., Kinzler, K.D., & **Weisman, K.G.** (2012). Children associate racial groups with wealth: Evidence from South Africa. *Child Development*, *83*(6), 1884-1899.

PRESENTATIONS

Weisman, K., Dweck, C.S., & Markman, E.M. (2017, July). Children's intuitions about the structure of mental life. Talk presented at the Annual Meeting of the Cognitive Science Society, London, UK.

> Proceedings paper: **Weisman, K.**, Dweck, C.S., & Markman, E.M. (2017, July). Children's intuitions about the structure of mental life. In G. Gunzelmann, A. Howes, T. Tenbrink, & E. J. Davelaar (Eds.), *Proceedings of the 39th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society. Available online at https://mindmodeling.org/cogsci2017/papers/0256/

Weisman, K., Dweck, C.S., & Markman, E.M. (2017, May). Children's intuitions about the structure of mental life. Talk presented at Stanford-UC Berkeley-UC Santa Cruz annual developmental psychology conference, Stanford University, Stanford, CA.

Weisman, K., Dweck, C.S., & Markman, E.M. (2017, April). Children's intuitions about the structure of mental life. Talk presented at the developmental area brownbag talk series, Department of Psychology, University of Texas at Austin, Austin, TX.

Weisman, K., Markman, E.M., & Dweck, C.S. (2017, April). Can robots feel hunger, think, and love? Children's and adults' beliefs about mental capacities. Talk presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX, as part of the symposium "Growing up with smart social robots: Animacy, mind, and morality," co-chaired with Kimberly Brink (University of Michigan).

Weisman, K., Dweck, C.S., & Markman, E.M. (2016, November). Body, soul, and mind: Folk intuitions about the structure of mental life. Talk presented at the department colloquium "Lightning Talk" series, Department of Psychology, Stanford University, Stanford, CA.

Weisman, K., Dweck, C.S., & Markman, E.M. (2016, August). Varieties of experience: A new look at folk philosophy of mind. Talk presented at the Annual Meeting of the Cognitive Science Society, Philadelphia, PA.

> Proceedings paper: **Weisman, K.**, Dweck, C.S., & Markman, E.M. (2016, August). Varieties of experience: A new look at folk philosophy of mind. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.). *Proceedings of the 38th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society. Available online at https://mindmodeling.org/cogsci2016/papers/0472/index.html

Weisman, K., Dweck, C.S., & Markman, E.M. (2016, June). Varieties of experience: A new look at folk philosophy of mind. Talk presented at the Annual Meeting of the Society for Philosophy and Psychology, Austin, TX.

Weisman, K., Dweck, C.S., & Markman, E.M. (2016, April). Varieties of experience: A new look at folk philosophy of mind. Talk presented at developmental brownbag talk series, Department of Psychology, Stanford University, Stanford, CA.

Weisman, K., Dweck, C.S., & Markman, E.M. (2015, October). Mapping a lay philosophy of mind: Judgments of the relative capacities of humans, animals, and technology. Talk presented at cognitive and neuroscience "Friday Seminar" talk series, Department of Psychology, Stanford University, Stanford, CA.

Weisman, K., Dweck, C.S., & Markman (2015, October). Mapping people's conceptions of sentient beings: Judgments about the relative capacities of animals, humans, and technology. Poster presented at the Biennial Meeting of the Cognitive Development Society, Columbus, OH.

Weisman, K., Markman, E.M., & Dweck, C.S. (2015, July). Reasoning about sentience and animacy: Children's and adults' inferences about the properties of unseen entities. Talk presented at the Annual Meeting of the Cognitive Science Society, Pasadena, CA.

> Proceedings paper: **Weisman, K.**, Markman, E.M., & Dweck, C.S. (2015). Reasoning about sentience and animacy: Children's and adults' inferences about the properties of unseen entities. In Noelle, D. C., Dale, R., Warlaumont, A. S., Yoshimi, J., Matlock, T., Jennings, C. D., & Maglio, P. P. (Eds.) *Proceedings of the 37th Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society. Available online at https://mindmodeling.org/cogsci2015/papers/0450/paper0450.pdf

Weisman, K., Markman, E.M., & Dweck, C.S. (2015, June). Reasoning about sentience: Inferences among capacities for affect, autonomy, & perception. Poster presented at the Annual Meeting of the Society for Philosophy and Psychology, Durham, NC.

Weisman, K., Markman, E.M., & Dweck, C.S. (2014, October). Children's reasoning about emotion, perception, and autonomy. Invited talk presented for teachers and staff at Bing Nursery School, Stanford University, Stanford, CA.

Weisman, K., Markman, E.M., & Dweck, C.S. (2014, May). Reasoning about sentience: Psychological connections among affect, autonomy, and perception. Talk presented at developmental brownbag talk series, Department of Psychology, Stanford University, Stanford, CA.

Weisman, K., Markman, E.M., & Dweck, C.S. (2014, May). Reasoning about sentience: Psychological connections among affect, autonomy, and perception. Talk presented at Stanford-UC Berkeley-UC Santa Cruz annual developmental psychology conference, Stanford University, Stanford, CA.

Johnson, M.V., **Weisman, K.G.**, & Shutts, K. (2013, April). Young children's automatic encoding of social categories. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Weisman, K.G., Olson, K.R., Kinzler, K.D., & Shutts, K. (2011, April). Children associate race with social status: Evidence from South Africa. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Kim, S., Kalish, C., Shutts, K., & **Weisman, K.G.** (2011, April). Preschool children prefer to teach a previously knowledgeable person, not a previously ignorant person. Talk presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

Weisman, K.G., Ross, D.A., & Marks, L.E. (2009, May). Memory for specific sensory stimuli: Absolute Pitch and the possibility of "Absolute Hue." Talk presented at the Morse College Senior Mellon Forum, New Haven, CT.

OTHER RESEARCH EXPERIENCE

Department of Anthropology, Stanford University, Stanford, CA

Spiritual Curiosity Project, PI: Tanya M. Luhrmann, Ph.D., Co-PI: Cristine Legare, Ph.D.
Research team member (September 2016 – present)

Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville, VA

Preschool Relationships Enhancement Project, PI: Amanda Williford, Ph.D.
Effective Classroom Interactions, PI: Bridget Hamre, Ph.D.
Co-research coordinator (December 2012 – August 2013)
Research and development assistant (December 2011 – August 2013)

Department of Psychology, Harvard University, Cambridge, MA (remote)

Laboratory for Developmental Studies, PI: Elizabeth Spelke, Ph.D.
Research and editorial assistant (May 2011 – January 2013)

Department of Psychology, University of Wisconsin—Madison, Madison, WI

Social Kids Lab, PI: Kristin Shutts, Ph.D.
Lab manager (September 2009 – April 2011)

Department of Cognitive Science, Yale University, New Haven, CT

Senior thesis: "Memory for specific sensory stimuli: Absolute pitch and the possibility of 'absolute hue'" (September 2008 – May 2009)
Faculty advisor: David A. Ross, MD, Ph.D.
Supported by a Mellon Forum Undergraduate Research Grant

Department of Cognitive Science, Yale University, New Haven, CT

Independent reading course on the cognitive science of the self (January – May 2008)
Faculty advisor: Tamar Szabó Gendler, Ph.D.

Department of Psychology, Yale University, New Haven, CT

Thinking Lab, PI: Woo-Kyung Ahn, Ph.D.
Lab manager and research assistant (January – May 2008)
Lab meeting attendee (January 2008 – May 2009)

Child Study Center, Yale University, New Haven, CT

Yale Autism Resources Program, PIs: Ami Klin, Ph.D., Katherine Tsatsanis, Ph.D.
Child care provider, research assistant (January 2007 – May 2008, including Summer 2007)

Department of Psychology, Yale University, New Haven, CT

Psychopathology & Cognitive Processing Lab, PI: Teresa A. Treat, Ph.D.
Research assistant (January – May 2007)

MENTORING AND TEACHING EXPERIENCE

Department of Psychology, Stanford University, Stanford, CA

Teaching:

- TA, PSYCH 141: Cognitive Development (Spring 2017)
- TA, PSYCH 10: Introduction to Statistical Methods: Precalculus (Winter 2017)
- Co-Instructor, PSYCH 113S: Developmental Psychology (Summer 2016)
- Guest lecturer, PSYCH 253: Statistical Theory, Models, & Methodology (May 2016); lecture topics: signal detection theory and ordinal regression
- TA, PSYCH 253: Statistical Theory, Models, & Methodology (Spring 2016)
- TA, PSYCH 175: Early Learning and Social Cognition (Winter 2016)
- Guest lecturer, PSYCH 60: Introduction to Developmental Psychology (November 2015); lecture topic: race, gender, and social groups
- TA, PSYCH 60: Introduction to Developmental Psychology (Fall 2015)
- Grader, PSYCH 10: Introduction to Statistical Methods: Precalculus (Winter 2015)
- TA, PSYCH 252: Statistical Methods for Behavioral & Social Sciences (Fall 2014)

Tutoring/consulting:

- Statistics consultant, psychology department (March – December 2016)

Mentoring:

- Mentor/supervisor for undergraduate research assistants Co Tran, Kathy Garcia, Jorge Chaparro, L. Dru Brenner, Mona Matsumoto-Ryan, J. Nicky Sullivan, Caroline Young, Olivia Homer, Ariel Yu, Malaika Murphy-Sierra, Campbell Field, Bobby Radecki, Shea Cours, Carinne Gale, Nana Ansuah Peterson, Catherine Xie (March 2014 – present)
- Graduate student mentor, Psych-Summer internship for Stanford undergraduates Olivia Homer (Summer 2016), Catherine Xie (Summer 2017)
- Graduate student mentor, Center for the Study of Language and Information (CSLI) internship for Temple University undergraduate Allie Kelly (Summer 2016)
- Graduate student mentor, Raising Interest in Science and Engineering (RISE) summer internship for low-income and first-generation college applicants (Summer 2014)

Center for Advanced Study of Teaching and Learning, Curry School of Education, University of Virginia, Charlottesville, VA

Co-coordinator of Charlottesville research staff, including lab managers, research staff, and undergraduate research assistants (December 2012 – August 2013)

Assistant supervisor and trainer of onsite data collectors in Greensboro, NC, and Hampton Roads, VA (January – September 2012)

Assistant supervisor, Educational Psychology and Applied Developmental Science Summer Undergraduate Research Program, an internship program for non-UVa undergraduates from underrepresented groups (June – August 2012)

Department of Psychology, University of Wisconsin—Madison, Madison, WI

Supervisor and trainer of research assistants and staff (September 2009 – April 2011)

Supervisor, Pre-College Enrichment Opportunity Program for Learning Excellence, program for students of color, students from low-income families, and first-generation college applicants (June – August 2010)

Assistant supervisor of research assistants in Cape Town, South Africa (January 2010)

New England Center for Children—Abu Dhabi, Abu Dhabi, United Arab Emirates

Self-designed internship as a full-time preschool teacher for autistic children (implementing Applied Behavior Analysis)

Supported by the Libby Rouse Fund for Peace Fellowship