

KARA WEISMAN

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ACADEMIC APPOINTMENTS

University of California, Riverside, Department of Psychology

Postdoctoral project director for the Developing Belief Network (September 2020 – present)

PIs: Rebekah A. Richert (University of California, Riverside)
Kathleen Corriveau (Boston University)

Stanford University, Department of Anthropology

Postdoctoral researcher (September 2019 – December 2020)

PI: Tanya Marie Luhmann

EDUCATION

Stanford University, Department of Psychology

Ph.D. in Psychology, specializing in developmental psychology (September 2019)

Thesis: *The Development of Conceptual Representations of Mental Life*

Advisors: Ellen M. Markman and Carol S. Dweck

Dissertation committee: Ellen M. Markman (chair), Carol S. Dweck, Hyowon Gweon, Michael C. Frank, James L. McClelland, and Mark Algee-Hewitt (external chair)

Yale University

B.A., *magna cum laude*, with distinction in Cognitive Science (May 2009)

RESEARCH INTERESTS

I study intuitive theories and conceptual change, with a focus on “folk philosophy of mind”—how children and adults come to understand things like mental life, personhood, and the relationship between mind and body. I am particularly interested in the ways in which such conceptual representations vary (or do not vary) across development, across cultural and religious settings, and across individuals; and in the ways in which these representations shape people’s behaviors and even their phenomenal experiences. My research is grounded in theory and methods from developmental and cognitive psychology, and it is also informed by cultural psychology, anthropology, and philosophy, as well as recent advances in statistical modeling and computational cognitive science.

HONORS & AWARDS

Norman H. Anderson Research Fund Grant (2017)

Centennial Teaching Assistant Award (2016)

National Science Foundation Graduate Research Fellowship (2014-2019)

William R. and Sara Hart Kimball Stanford Graduate Fellowship (2013-2018)

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

Short-listed for the Crowder Prize for Undergraduate Research in Psychology (2009)

Mellon Forum Undergraduate Research Grant (2009)

Libby Rouse Fund for Peace Fellowship (2008)

Psi Chi International Honor Society in Psychology (2008)

PUBLICATIONS

Peer-reviewed journal articles

1. **Weisman, K.**, Legare, C.H., Smith, R.E., Dzokoto, V.A., Aulino, F., Ng, E., Dulin, J.D., 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*. URL for early online access: <https://www.nature.com/articles/s41562-021-01184-8>
2. Van Leeuwen, N., **Weisman, K.**, & Luhrmann, T.M. (2021). To believe is not to think: A cross-cultural finding. *Open Mind: Discoveries in Cognitive Science*. URL for early online access: https://doi.org/10.1162/opmi_a_00044
3. Erickson-Davis, C., Luhrmann, T.M., Kurina, L., **Weisman, K.**, Cornman, N., Corwin, A., & Bailenson, J. (2021). The sense of presence: Lessons from virtual reality. *Religion, Brain, & Behavior*, 11(3), 335-351.
4. 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), e2016649118.
[*joint first authors]
5. **Weisman, K.***, & Luhrmann, T.M.* (2020). What anthropologists can learn from psychologists, and the other way around. *Mind and Spirit: A comparative theory about representation of mind and the experience of spirit*, a special issue of the *Journal of the Royal Anthropological Institute*, 26(S1), 131-147.
[*joint first authors]
6. Roberts, S.O., **Weisman, K.**, Lane, J.D., Williams, A., Camp, N.P., Wang, M., Robison, M., Sanchez, K., & Griffiths, C. (2020). God as a White man: A psychological barrier to conceptualizing Black people and women as leadership worthy. *Journal of Personality and Social Psychology*, 119(6), 1290-1315.
7. **Weisman, K.**, Dweck, C.S., & Markman, E.M. (2017). Rethinking people's conceptions of mental life. *Proceedings of the National Academy of Sciences*, 114(43), 11374-9.

8. **Weisman, K.**, & Markman, E.M. (2017). Theory-based explanation as intervention. *Psychonomic Bulletin and Review*, 24(5), 1555-1562.
9. 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), 320-40.
10. **Weisman, K.**, Johnson, M.V., & Shutts, K. (2015). Young children's automatic encoding of social categories. *Developmental Science*, 18(6), 1036-43.
11. 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), 1884-99.

Manuscripts under review

12. **Weisman, K.** (under review after revision). Machines with minds: Beliefs about the mental lives of robots and implications for human social reasoning.
13. **Weisman, K.**, King, L.S., & Humphreys, K.L. (under review). Perceptions of the development of mental life.
14. Luhmann, T.M., & **Weisman, K.** (invited submission under review). Porosity is the heart of religion.
15. Richert, R.A., **Weisman, K.**, Lesage, K.A., Ghossainy, M.E., Reyes-Jaquez, B., & Corriveau, K. (invited submission under review). Researching the development of religious beliefs and behaviors.
16. Powell, D., **Weisman, K.**, & Markman, E.M. (submitted). Modeling and leveraging intuitive theories to improve vaccine attitudes.
17. Salo, V.C., Letterie, M.C., **Weisman, K.**, King, L.S., & Humphreys, K.L. (submitted). Parents' perceptions of young children's minds are associated with their interest in and behavior toward their own.

Peer-reviewed conference proceedings

18. **Weisman, K.**, Dweck, C.S., & Markman, E.M. (2021). Emotions as the product of body and mind: The hierarchical structure of folk concepts of mental life among US adults and children. In *Proceedings of the 43rd Annual Conference of the Cognitive Science Society*.
19. Van Leeuwen, N., **Weisman, K.**, & Luhmann, T.M. (2020). "Think" and "believe" across cultures: A shared folk distinction between two cognitive attitudes in the US, Ghana, Thailand, China, and Vanuatu. In *Proceedings of the 42nd Annual Conference of the Cognitive Science Society*.
20. **Weisman, K.**, Dweck, C.S., & Markman, E.M. (2018). Folk philosophy of mind: Changes in conceptual structure between 4-9y of age. In *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.
21. Powell, D., **Weisman, K.**, & Markman, E.M. (2018). Articulating lay theories through graphical models: A study of beliefs surrounding vaccination decisions. In *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.
22. **Weisman, K.**, Dweck, C.S., & Markman, E.M. (2017). Children's intuitions about the structure of mental life. In *Proceedings of the 39th Annual Conference of the Cognitive Science Society*.

23. **Weisman, K.**, Dweck, C.S., & Markman, E.M. (2016). Varieties of experience: A new look at folk philosophy of mind. In *Proceedings of the 38th Annual Conference of the Cognitive Science Society*.
24. **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 *Proceedings of the 37th Annual Meeting of the Cognitive Science Society*.

Manuscripts in preparation

25. **Weisman, K.**, Dweck, C.S., & Markman, E.M. (in prep). Children's developing representations of mental life: Changes in conceptual structure and mental capacity attributions between 4-9y of age.
26. **Weisman, K.**, & Luhrmann, T.M. (in prep). Conflicting intuitions about the mind: A common foundation for the emergence of cultural differences over development.

PRESENTATIONS

Conference presentations

1. **Weisman, K.** (2021, July). Intuitive theories of emotion: Insights from developmental and cultural comparisons. Talk presented as part of the "Interdisciplinary Advances in Affective Cognition" pre-conference workshop, prior to the Annual Meeting of the Cognitive Science Society, virtual meeting.
2. **Weisman, K.**, Dweck, C.S., & Markman, E.M. (2021, July). Emotions as the product of body and mind: The hierarchical structure of folk concepts of mental life among US adults and children. Poster presented at the Annual Meeting of the Cognitive Science Society, virtual meeting.
3. **Weisman, K.**, Legare, C.H., & Luhrmann, T.M. (2020, July). The development of conceptual representations of mental life in five cultural contexts. Talk presented as part of the "Cognition, Collectives, and Human Culture" pre-conference workshop, prior to the Annual Meeting of the Cognitive Science Society, virtual meeting.
4. Van Leeuwen, N. **Weisman, K.**, & Luhrmann, T.M. (2020, July). "Think" and "believe" across cultures: A shared folk distinction between two cognitive attitudes in the US, Ghana, Thailand, China, and Vanuatu. Talk presented at the Annual Meeting of the Cognitive Science Society, virtual meeting.
5. **Weisman, K.**, Legare, C.H., & Luhrmann, T.M. (2019, March). Beliefs about the mental lives of supernatural beings: A cross-cultural comparison. Talk presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
6. **Weisman, K.**, Dweck, C.S., & Markman, E.M. (2018, July). Folk philosophy of mind: Changes in conceptual structure between 4-9y of age. Talk presented at the Annual Meeting of the Cognitive Science Society, Madison, WI.
7. Powell, D., **Weisman, K.**, & Markman, E.M. (2018, July). Articulating lay theories through graphical models: A study of beliefs surrounding vaccination decisions. Talk presented at the Annual Meeting of the Cognitive Science Society, Madison, WI.
8. **Weisman, K.**, Dweck, C.S., & Markman (2017, October). The development of intuitions about the structure of mental life. Poster presented at the Biennial Meeting of the Cognitive Development Society, Portland, OR.

9. **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.
10. **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.
11. **Weisman, K.**, Dweck, C.S., & Markman, E.M. (2016, July). Varieties of experience: A new look at folk philosophy of mind. Talk presented at the Annual Meeting of the Cognitive Science Society, Philadelphia, PA.
12. **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.
13. **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.
14. **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.
15. **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.
16. 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.
17. **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.
18. 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.

Chaired symposia

19. **Weisman, K.**, & Brink, K. (2017, April). Growing up with smart social robots: Animacy, mind, and morality. Symposium organized for the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Other talks

20. *Folk philosophy of mind: Conceptual representations of mental life across development and culture* (2021, January), job talk, Department of Psychology, University of California, Santa Cruz.

21. *Folk philosophy of mind: Conceptual representations of mental life across development and culture* (2021, January), developmental brown bag talk series, Department of Psychology, University of California, Riverside.
22. *The Mind & Spirit Project*, Carey Lab meeting (PI: Susan Carey), Department of Psychology, Harvard Psychology.
23. *Conceptual representations of mental life across development and culture* (2020, September), Social Learning Lab meeting (PI: Kathleen Corriveau), Wheelock College of Education & Human Development / Department of Psychological & Brain Sciences, Boston University.
24. *The development of conceptual representations of mental life* (2019, October), Virtue Project lunch talk series (PI: Katherine McAuliffe), Department of Psychology, Boston College.
25. *Perceptions of the development of mental life* (2018, December), Spelke lab meeting (PI: Elizabeth Spelke), Department of Psychology, Harvard University.
26. *Folk philosophy of mind: Conceptual representations of mental life in early and middle childhood* (2018, December), Child Cognition Lab meeting (PI: Deborah Keleman), Department of Psychological & Brain Sciences, Boston University.
27. *Folk philosophy of mind: Conceptual representations of mental life in early and middle childhood* (2018, November), job talk, Department of Psychology, Harvard University.
28. *Folk philosophy of mind: Changes in conceptual representations of mental life over early and middle childhood* (2018, November), Affective Brain Lab meeting (PI: Tali Sharot), Department of Experimental Psychology, University College London.
29. *Concepts of mental life: Continuity and variability across development and cultures* (2018, September), Saxelab meeting (PI: Rebecca Saxe), Department of Brain and Cognitive Sciences, Massachusetts Institute of Technology.
30. *Preliminary evidence for continuity and variability in children's intuitions about mental life across cultural contexts* (2018, May), Stanford-Berkeley-Santa Cruz annual developmental psychology conference, Department of Psychology, UC Santa Cruz.
31. *Charting changes in conceptual structure: The development of reasoning about mental life between 4-9 years of age* (2017, December), Cog Lunch, Department of Brain and Cognitive Sciences, Massachusetts Institute of Technology.
32. *Charting changes in conceptual structure: The development of reasoning about mental life between 4-9 years of age* (2017, November), Inter-departmental CogSci Training Seminar, Stanford University.
33. *Charting changes in conceptual structure: The development of reasoning about mental life between 4-9 years of age* (2017, October), Cognitive & Neuroscience Areas Friday Seminar, Department of Psychology, Stanford University.
34. *Children's intuitions about the structure of mental life* (2017, May), Stanford-Berkeley-Santa Cruz annual developmental psychology conference, Department of Psychology, Stanford University.
35. *Children's intuitions about the structure of mental life* (2017, April), Developmental Area Brownbag, Department of Psychology, UT-Austin.

36. *Body, soul, and mind: Folk intuitions about the structure of mental life* (2016, November), Lightning Talk Colloquium, Department of Psychology, Stanford University.
37. *Mapping a lay philosophy of mind: Judgments of the relative capacities of humans, animals, and technology* (2015, October), Cognitive & Neuroscience Areas Friday Seminar, Department of Psychology, Stanford University.
38. *Children's reasoning about emotion, perception, and autonomy* (2014, October), Staff Development Day, Bing Nursery School, Stanford University.
39. *Reasoning about sentience: Psychological connections among affect, autonomy, and perception* (2014, May), Stanford-Berkeley-Santa Cruz annual developmental psychology conference, Department of Psychology, Stanford University.

[As well as several presentations in the Stanford psychology department's Developmental Area brownbag talk series]

TEACHING & DEPARTMENTAL SERVICE

Instructor of record, undergraduate-level courses (Stanford University)

1. PSYCH 113S: Developmental Psychology (Stanford University, Summer 2016; co-instructed with K. E. MacDonald)

Teaching assistant, graduate-level courses (Stanford University)

2. PSYCH 253 (G): Statistical Theory, Models, and Methodology (Spring 2016; instructor of record: E. A. C. Thomas)
3. PSYCH 252 (G): Statistical Methods for Behavioral and Social Sciences (Fall 2014; instructor of record: E. A. C. Thomas)

Teaching assistant, undergraduate-level courses (Stanford University)

4. PSYCH 141: Cognitive Development (Spring 2017); instructor of record: H. Gweon
5. PSYCH 10: Introduction to Statistical Methods: Pre-calculus (Winter 2017; instructor of record: K. F. LaRocque)
6. PSYCH 175: Early Learning and Social Cognition (Winter 2016; instructor of record: H. Gweon)
7. PSYCH 60: Introduction to Developmental Psychology (Fall 2015; instructor of record: M. C. Frank)

Guest lecturer (multiple universities)

8. *Psychological Perspectives*, Barnard College, EAAS UN3844 (UG): Culture, Mental Health, and Healing In East Asia (Fall 2021; instructor of record: E. K. Ng)
9. *Mind & Spirit Project*, Amherst College, ANTH 355 (UG): Time, Belief, and the Mind (Fall 2018; instructor of record: F. Aulino)
10. *Social Categories*, Stanford University, PSYCH 141 (UG): Cognitive Development (Fall 2017; instructor of record: H. Gweon)
11. *Social Categories*, Stanford University, PSYCH 141 (UG): Cognitive Development (Spring 2017; instructor of record: H. Gweon)

12. *Signal Detection Theory and Ordinal Regression*, Stanford University, PSYCH 253 (G): Statistical Theory, Models, & Methodology (Spring 2016; instructor of record: E. A. C. Thomas)
13. *Race, Gender, and Social Groups*, Stanford University, PSYCH 60 (UG): Introduction to Developmental Psychology (Fall 2015; instructor of record: M. C. Frank)

Grader (Stanford University)

14. PSYCH 10 (UG): Introduction to Statistical Methods: Pre-calculus (Winter 2015)

Other departmental service (Stanford University)

15. Department statistics committee member (2016-2018)
16. Department statistics consultant (2016-2017)
17. R “boot camp” developer and instructor for incoming graduate students (2015, 2016, 2017)
18. Developmental area graduate admissions committee member (2016, 2017)
19. R “boot camp” developer and instructor for the Center for the Study of Language and Information (CSLI) summer internship program (2016)
20. Co-organizer for Prospective Students Weekend (2016)
21. Admissions committee member, Center for the Study of Language and Information (CSLI) summer internship program (2016)
22. Co-organizer for Developmental Area Brownbag talk series (2014-15, 2015-16)

MENTORING

Stanford University, Department of Psychology

Graduate student mentor for undergraduate research assistants

Alex Nam (2017-2018), Kyla Zhao (2017-2018), Catherine Xie (2017-2018), Bobby Radecki (2017-2018), Ariel Yu (2016-2018), Olivia Homer (2016-2018), Shea Cours (2017), Carinne Gale (2017), J. Nicky Sullivan (2016-2017), L. Dru Brenner (2016-2017), Mona Matsumoto-Ryan (2016-2017), Caroline Young (2016), Malaika Murphy-Sierra (2016), Jorge Chaparro (2015-2016), Co Tran (2014-2015), Kathy Garcia (2014)

Graduate student mentor for local and visiting interns

Catherine Xie, Stanford University (Psychology), Psych Summer intern (2017)
 Campbell Field, Dartmouth College (Cognitive Science), intern (2016-2017)
 Olivia Homer, Stanford University (Psychology), Psych Summer intern (2016)
 Alexandra Kelly, Temple University (Linguistics), Center for the Study of Language & Information (CSLI) intern (2016)
 L. Dru Brenner, Stanford University (Psychology), Psych Summer intern (2015)
 Marlene Ade, John F. Kennedy High School, Fremont, CA, Raising Interest in Science and Engineering (RISE) intern (2014)

Stanford University, Department of Anthropology

Graduate student mentor for research assistants and staff

Nana Ansua Peterson (Stanford University; 2017-2019), Maria Russo (Stanford University; 2017-2019), James Sharpe (Wheaton College; 2017)

Supervisor for international research teams

San Francisco Bay Area, USA; Amazonia, Ecuador; Cape Coast, Ghana; Chiang Mai, Thailand; Shanghai, China; Port Vila & Malekula, Vanuatu (2017-2019)

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

Supervisor and mentor for research assistants, interns, and staff

Melissa Avalos (2013), Ejana Bennett (2013), Colleen Coyne (2013), Ellen Gorski (2013), Dylan Holt (2013), Katherine Kegley (2013), Christina Li (2013), Genevieve Matthew (2013), Emily Rakosi (2013), William Simpson (2013), Ka Eun Song (2013), Sarah Vogel (2013), Christina Young (2013), Brittney Lumpkin (2012-2013), Toby Loewenstein (2012-2013), O'tillia Roberts (2012-2013), Stephen Lastova (2012)

University of Wisconsin-Madison, Department of Psychology

Supervisor and mentor for research assistants and interns

Marissa Johnson (2009-2011), Renee Kramer (2009-2011), Lauren Huckstadt (2009-2011), Amy Klazkin (2010-2011), Jasmine Morano (2010-2011), Kelsey Dewey (2011), Leah Dornbusch (2011), Althea Miller (2010), Stephanie Castillo (2010), Leah Hoosain (Cape Town, South Africa; 2010), Nomathamsanqa Hlatshwayo (Cape Town, South Africa; 2010), Nande Mabona (Cape Town, South Africa; 2010)

ADDITIONAL RESEARCH EXPERIENCE**Department of Psychological & Brain Sciences, Boston University**

2020-present: Visiting scholar (PI: Kathleen Corriveau)

Department of Anthropology, Stanford University

2016-2019: Graduate researcher, Mind & Spirit Project (PI: Tanya M. Luhmann)

Department of Psychology, Harvard University

2018-2019: Visiting fellow (PI: Elizabeth Spelke)

2011-2013: Research and editorial assistant (remote, half-time), Laboratory for Developmental Studies (PI: Elizabeth S. Spelke)

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

2011-2013: Co-research coordinator, research and development assistant (half-time), Preschool Relationships Enhancement Project (PI: Amanda Williford) and Effective Classroom Interactions (PI: Bridget Hamre)

Department of Psychology, University of Wisconsin-Madison

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

Department of Cognitive Science, Yale University

- 2008-2009: Senior thesis: "Memory for specific sensory stimuli: Absolute pitch and the possibility of 'absolute hue'" (Advisor: David A. Ross)
- 2008: Independent reading course on the cognitive science of the self (Advisor: Tamar Szabó Gendler)

Department of Psychology, Yale University

- 2008-2009: Lab manager, research assistant, Thinking Lab (PI: Woo-Kyung Ahn)
- 2007: Research assistant, Psychopathology & Cognitive Processing Lab (PI: Teresa A. Treat)

Humanities Program, Yale University

- 2005-2006: Directed Studies: freshman-year program in Western civilization

REFERENCES

Ph.D. advisors:

Ellen M. Markman (markman@stanford.edu)
Department of Psychology, Stanford University

Carol S. Dweck (dweck@stanford.edu)
Department of Psychology, Stanford University

Postdoc advisor—Mind & Spirit Project:

Tanya Marie Luhmann (luhrmann@stanford.edu)
Department of Anthropology, Stanford University

Postdoc advisors—Developing Belief Network:

Rebekah A. Richert (rebekahr@ucr.edu)
Department of Psychology, University of California, Riverside

Kathleen Corriveau (kcorriv@bu.edu)
Wheelock College of Education & Human Development, Boston University

Quantitative and teaching reference:

Ewart A. C. Thomas (ethomas@stanford.edu)
Department of Psychology (Emeritus), Stanford University