

KARA WEISMAN

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EDUCATION

Stanford University

Ph.D. in Psychology (expected 2019)

Advisors: Ellen M. Markman & Carol S. Dweck

Area of specialization: Developmental psychology

Yale University

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

RESEARCH INTERESTS

I am broadly interested in intuitive theories and conceptual change, with a focus on “folk philosophy of mind”—how ordinary people come to understand things like mental life, sentience, and personhood. Most of my work takes the form of behavioral studies with 3- to 10-year-old children and adults, but I also study how social-cultural forces shape people’s understanding of the world, through cross-cultural comparisons and studies of cultural products (e.g., children’s books). My research draws primarily on methods from developmental and cognitive psychology and is also informed by philosophy, anthropology, and cultural psychology.

HONORS & AWARDS

Norman H. Anderson Research Fund Grant (2017)

Centennial Teaching Assistant Award (2016)

National Science Foundation Graduate Research Fellowship (2014-present)

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

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

Nomination, 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

Manuscripts under review

1. **Weisman, K.** (under review). Machines with minds: Beliefs about the mental lives of robots and implications for human social reasoning.
2. **Weisman, K.** (under review). Toward a representative and rigorous science of the mind: Notes from a young psychologist on the Mind & Spirit Project.

Peer-reviewed journal articles

3. **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), 11374-11379.
4. **Weisman, K.**, & Markman, E.M. (2017). Theory-based explanation as intervention. *Psychonomic Bulletin and Review*, 24(5), 1555-1562.
5. 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.
6. **Weisman, K.**, Johnson, M.V., & Shutts, K. (2015). Young children's automatic encoding of social categories. *Developmental Science*, 18(6), 1036-1043.
7. 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.

Peer-reviewed conference proceedings

8. **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*.
9. 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*.
10. **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*.
11. **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*.
12. **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*.

PRESENTATIONS

Conference presentations

1. **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.
2. 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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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.
8. **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.
9. **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.
10. **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.
11. 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.

12. **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.
13. 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

14. **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.

Invited talks and colloquia

15. *Continuity and variability in intuitions about mental life across cultural contexts: Preliminary evidence* (2018, May), Developmental Area Brownbag, Department of Psychology, Stanford University
16. *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
17. *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
18. *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
19. *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
20. *Children's intuitions about the structure of mental life* (2017, May), Stanford-Berkeley-Santa Cruz annual developmental psychology conference, Department of Psychology, Stanford University
21. *Children's intuitions about the structure of mental life* (2017, April), Developmental Area Brownbag, Department of Psychology, UT-Austin
22. *Body, soul, and mind: Folk intuitions about the structure of mental life* (2016, November), Lightning Talk Colloquium, Department of Psychology, Stanford University

23. *Varieties of experience: A new look at folk philosophy of mind* (2016, April), Developmental Area Brownbag, Department of Psychology, Stanford University
24. *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
25. *Children's reasoning about emotion, perception, and autonomy* (2014, October), Staff Development Day, Bing Nursery School, Stanford University
26. *Reasoning about sentience: Psychological connections among affect, autonomy, and perception* (2014, May), Developmental Area Brownbag, Department of Psychology, Stanford University
27. *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
28. *Memory for specific sensory stimuli: Absolute Pitch and the possibility of "Absolute Hue"* (2009, May), Morse College Senior Mellon Forum, Yale University (senior thesis advisor: David A. Ross)

TEACHING & DEPARTMENTAL SERVICE

All teaching & departmental service completed at Stanford University

Instructor

1. PSYCH 113S: Developmental Psychology (Summer 2016)

Teaching assistant

2. PSYCH 141: Cognitive Development (Spring 2017)
3. PSYCH 10: Introduction to Statistical Methods: Pre-calculus (Winter 2017)
4. PSYCH 253: Statistical Theory, Models, & Methodology (Spring 2016)
5. PSYCH 175: Early Learning & Social Cognition (Winter 2016)
6. PSYCH 60: Introduction to Developmental Psychology (Fall 2015)
7. PSYCH 252: Statistical Methods for Behavioral & Social Sciences (Fall 2014)

Guest lecturer

8. *Social Categories*, PSYCH 141: Cognitive Development (Fall 2017)
9. *Social Categories*, PSYCH 141: Cognitive Development (Spring 2017)
10. *Signal Detection Theory & Ordinal Regression*, PSYCH 253: Statistical Theory, Models, & Methodology (Spring 2016)
11. *Race, Gender, & Social Groups*, PSYCH 60: Introduction to Developmental Psychology (Fall 2015)

Grader

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

Other departmental service

13. Departmental statistics committee (2016-2018)
14. Developmental graduate admissions committee (2016-2017)
15. Statistics consultant (2016-2017)
16. Organized Developmental Area Brownbag talk series (2014-2016)

MENTORING

Stanford University, Department of Psychology

Graduate student mentor for undergraduate research assistants

Alex Nam (2017-present)
Kyla Zhao (2017-present)
Catherine Xie (2017-present)
Bobby Radecki (2017-present)
Ariel Yu (2016-present)
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 undergraduate research assistants

Nana Ansua Peterson (2017-present)

Supervisor for international research teams

Bay Area, Stanford University, & Wheaton College, USA (2017-present)

Amazonia, Ecuador (2017-present)

Cape Coast, Ghana (2017-present)

Chiang Mai, Thailand (2017-present)

Shanghai, China (2017-present)

Port Vila & Malekula, Vanuatu (2017-present)

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

Co-coordinator of local research staff, including lab managers, research staff, and undergraduate research assistants (2012-2013)

Assistant supervisor and trainer of remote data collectors in Greensboro, NC, and Hampton Roads, VA (2012)

Assistant supervisor, Educational Psychology and Applied Developmental Science Summer Undergraduate Research Program (2012)

University of Wisconsin-Madison, Department of Psychology

Supervisor for undergraduate research assistants

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)

Assistant supervisor for interns

Stephanie Castillo, Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) high school intern (2010)

Assistant supervisor for research assistants in Cape Town, South Africa

Leah Hoosain (2010)

Nomathamsanqa Hlatshwayo (2010)

Nande Mabona (2010)

ADDITIONAL RESEARCH & TEACHING EXPERIENCE

Department of Anthropology, Stanford University

Mind & Spirit Project, PI: Tanya M. Luhmann, Ph.D.
Researcher (2016-present)

Department of Psychology, Harvard University (remote)

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

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

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

Department of Psychology, University of Wisconsin-Madison

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

Department of Cognitive Science, Yale University

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

Department of Cognitive Science, Yale University

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

New England Center for Children—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

Department of Psychology, Yale University

Thinking Lab, PI: Woo-Kyung Ahn, Ph.D.
Lab manager and research assistant (2009)
Lab member (2008-2009)

Child Study Center, Yale University

Yale Autism Resources Program, PIs: Ami Klin, Ph.D., Katherine Tsatsanis, Ph.D.
Child care provider, research assistant (2007-2008)

Department of Psychology, Yale University

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