

Kara Weisman

Curriculum Vitae
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Stanford University Department of Psychology
450 Serra Mall, Stanford, CA 94305
Jordan Hall, Room 200
kweisman@stanford.edu

EDUCATION

Stanford University, Stanford, CA

Ph.D. in Psychology (in progress: September 2013 – present)
Advisors: Ellen Markman, Ph.D., & Carol 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 (November 2006 – May 2009)
Directed Studies: selective, one-year program surveying Western literature, history, and philosophy (August 2005 – May 2006)

RESEARCH INTERESTS

I am interested in social cognitive development, specifically children's developing understanding of sentience, personhood, and social partnership. Most of my work examines social reasoning through behavioral studies with children and adults. Recently, I have also become interested in examining cultural products (such as picture books) that serve both as records of adults' ideas about personhood and as sources of input for children as they learn 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

National Science Foundation Graduate Research Fellowship Program (September 2014 – present)
William R. and Sara Hart Kimball Stanford Graduate Fellowship (September 2013 – present)
Honorable mention, National Science Foundation Graduate Research Fellowship Program (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., Shutts, K., & Johnson, M.V. (in press). Young children's automatic encoding of social categories. *Developmental Science*.

Kim, S., Kalish, C.W., **Weisman, K.**, Johnson, M.V., & Shutts, K. (in press). Young Children Choose to Inform Previously Knowledgeable Others. *Journal of Cognition and Development*.

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.

POSTERS AND PRESENTATIONS

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.

PREVIOUS RESEARCH EXPERIENCE

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

Preschool Relationships Enhancement Project, PI: Amanda Williford, Ph.D.

Effective Classroom Interactions, PI: Bridget Hamre, Ph.D.

Research and development assistant (December 2011 – August 2013)

Co-research coordinator (December 2012 – 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: independent research study (September 2008 – May 2009)

Faculty advisor: David A. Ross, MD, Ph.D.

Title: Memory for specific sensory stimuli: Absolute Pitch and the possibility of “Absolute Hue”

Supported by a Mellon Forum Undergraduate Research Grant

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

Directed reading: independent reading course (January – May 2008)

Faculty advisor: Tamar Szabó Gendler, Ph.D.

Topic: Cognitive Science of the Self

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 assistant, PSYCH 252/OB 652 (Fall 2014)

Mentor for Stanford undergraduate research assistants (March 2014 – present)

Mentor, Raising Interest in Science and Engineering (RISE) Summer Internship Program for low-income and first-generation high school students (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 teams of 2-3 lab managers, 2 research staff members, and 6-13 undergraduate research assistants (December 2012 – August 2013)

Team leader and trainer of 2-3 research assistants coding video data (September 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 all research assistants and research staff (September 2009 – April 2011)

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

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

Private tutoring, New Haven, CT (online correspondence)

Cognitive psychology tutor for home-schooled high school student with learning and developmental disabilities (January – May 2009)

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

Full-time preschool teacher for autistic children implementing Applied Behavior Analysis (June – August 2008)

Self-designed internship supported by the Libby Rouse Fund for Peace Fellowship

Summer Session, Yale University, New Haven, CT

Residential counselor, event planner and leader, co-Editor in Chief for official Yale Summer Session weekly newsletter (June – August 2007)

New Haven Public Schools, New Haven, CT

Volunteer reading tutor for third grade international student (September – December 2006)

Volunteer violin teacher for fifth grade student (January – May 2006)