

Marianna Zhang

she/her

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PROFESSIONAL APPOINTMENTS

Postdoctoral Researcher, Psychology, *New York University* Aug 2024–present
 • Advisor: Marjorie Rhodes

EDUCATION

Ph.D., Psychology, *Stanford University* 2024
 • Dissertation: Structural thinking and its consequences: a developmental approach. ([dissertation](#))
 • Committee: Ellen M. Markman, Steven O. Roberts, Tobias Gerstenberg, Hyowon Gweon
B.A., Psychology with Honors & Minor in Philosophy, *The University of Chicago* 2018
 • Honors thesis: Perspective-taking in mental imagery of the actions of others. ([thesis](#))
 • Advisors: Daniel Casasanto & Susan Goldin-Meadow
 • Tutorials in Metaphor and Philosophy of Cognitive Science, *St. Catherine's College, Oxford* Autumn 2017

RESEARCH EXPERIENCE & TRAINING

Graduate Researcher, [Markman Lab](#) (PI: Dr. Ellen Markman), *Stanford University* 2018–2024
 • Studied children's reasoning about social categories, including reasoning about social structure and the development of gender stereotypes.
Participant, [Diverse Intelligences Summer Institute \(DISI\)](#), *University of St Andrews* Jul 2019
 • Selected to attend institute for collaboration across psychology, philosophy, sociology, and anthropology.
Participant, [Concepts in Action: Representation, Learning, and Application \(CARLA\) Summer School](#) Aug 2018
Institute of Cognitive Science, University of Osnabrück
 • Selected to attend summer school & conference across psychology, philosophy, and linguistics.
Research Assistant, [Experience and Cognition Lab](#) (PI: Dr. Daniel Casasanto), *University of Chicago* 2014–2018
 • Found that mental imagery and language processing about others' actions involves simulation of others' bodily perspective in an embodied cognition fMRI study (Zhang, honors thesis, 2018).
 • Established that language processing about one's own actions involves simulation of one's own bodily experience in an embodied cognition tDCS study (Gijssels et al., 2019).
 • Examined whether loudness affects perception of temporal duration in a study testing a cross-domain mapping proposed by metaphor theory.
Summer Intern, [Laboratory for Developmental Studies](#) (PI: Dr. Susan Carey), *Harvard University* Summer 2016
 • Investigated formal explanations and domain information as potential sources of information in how children and adults develop representations of natural kinds (Zhang et al., 2016, poster).
Summer Intern, [Cognition and Development Lab](#) (PI: Dr. Frank Keil), *Yale University* Summer 2015
 • Found that a decision-making context reduces a causal reasoning bias, the latent scope bias (Johnson et al., 2016).
 • Studied whether adults compare explanations via iterative comparison.

PUBLICATIONS

*co-first author, †student advisee

Zhang, M. Y., Sullivan, J. N., Allums, S.[†] & Markman, E. M. (in prep). How White parents' conversational strategies affect children's reasoning about racial disparities.
Zhang, M. Y., Liu, L.[†], & Markman, E. M. (in prep). How structural thinking shapes children and adults' reasoning about social differences and disparities.
 Asaba, M., **Zhang, M. Y.** & Leonard, J. A. (2024). Children expect adults to hold gender stereotypes, even when they are not accurate. In *Proceedings of the 46th Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society. ([article](#))

- Zhang, M. Y.***, Sullivan, J. N.*, Markman, E. M. & Roberts, S. O. (2023). Children's structural thinking about social inequalities. *Child Development Perspectives*. ([paper](#))
- Zhang, M. Y.**, Liu, L.[†], & Markman, E. M. (2023). Let's talk structure: the positive outcomes of structural thinking. In *Proceedings of the 45th Annual Meeting of the Cognitive Science Society* (pp. 1564–1571). Austin, TX: Cognitive Science Society. ([paper](#))
- Chestnut, E. K., **Zhang, M. Y.**, & Markman, E. M. (2021). "Just as good": Learning gender stereotypes from attempts to counteract them. *Developmental Psychology*, 57(1), 114–125. ([paper](#), [data](#))
- Johnson, S. G. B., **Zhang, M.**, & Keil, F. C. (2016). Decision-making and biases in causal-explanatory reasoning. In *Proceedings of the 38th Annual Meeting of the Cognitive Science Society* (pp. 1967–1972). Austin, TX: Cognitive Science Society. ([paper](#))

RESEARCH PRESENTATIONS

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- Zhang, M. Y.**, Sullivan, J. N., Allums, S. & Markman, E. M. How White parents' conversational strategies affect children's reasoning about racial disparities.
Invited talk at Social and Moral Cognition Lab (PI: Larisa Solomon), Columbia University. 2024
- Zhang, M. Y.** & Markman, E. M. Limitations and future directions in studying structural thinking in young children.
Talk at Cognitive Development Society, Pasadena, CA. ([slides](#)) 2024
- Asaba, M., **Zhang, M. Y.** & Leonard, J. A. Children's representations of others' gender biases.
Poster at Cognitive Science Society, virtual. ([abstract](#)) 2023
Poster at Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, UT. 2023
- Zhang, M. Y.**, Popat, A. K., Santos, M., Mottl, P. R., Bian, L. & Markman, E. M. Language frequently used in best-selling storybooks can thwart their intent to inspire girls.
Poster at Cognitive Development Society (CDS), Madison, WI. ([poster](#)) 2022
- Zhang, M. Y.** & Markman, E. M. Let's talk structure: the positive consequences of structural thinking.
Invited talk at Genericity, Stability, and Structural Interactions workshop, CSU East Bay. 2024
Invited talk at Conceptual Development & Social Cognition Lab (PI: Marjorie Rhodes), New York University. 2023
Poster at Cognitive Science Society, virtual. ([poster](#), [paper](#)) 2023
Talk at Society for Philosophy & Psychology (SPP), Pittsburgh, PA. 2023
Invited talk at Developmental Psychology Colloquium, University of California-Santa Cruz. 2022
Poster at the Society for Personality & Social Psychology (SPSP) conference, San Francisco, CA. ([poster](#)) 2022
(received Graduate Poster Award, Runner-Up)
Talk at Budapest CEU Conference on Cognitive Development (BCCCD), virtual. 2022
Talk at Harvard Women in Psychology Trends in Psychology conference, virtual. 2021
Invited talk at Leonard Learning Lab (PI: Julia Leonard), Yale University. 2021
Poster at Cognitive Science Society, virtual. ([abstract](#), [poster](#)) 2021
Talk at Developmental Psychology Area Brownbag, Stanford University. ([talk](#)) 2021
Invited talk at Causality in Cognition Lab (PI: Tobias Gerstenberg), Stanford University. 2020
- Zhang, M. Y.** & Markman, E. M. Essentially blocked: the role of structural factors in blocking essentialism.
Poster at Cognitive Development Society, Louisville, KY. ([poster](#)) 2019
Talk at Developmental Psychology Area Brownbag, Stanford University. 2019
- Gijssels, T., **Zhang, M. Y.**, Lucero, C., Berman, M. G., & Casasanto, D. Understanding language about other people's actions.
Poster at Cognitive Science Society, Montreal, QC. ([abstract](#)) 2019
- Zhang, M. Y.**, Gijssels, T., & Casasanto, D. Perspective-taking in mental imagery of the actions of others.
Poster at the University of Chicago Psychology Honors Day Symposium, Chicago, IL. ([poster](#)) 2018
- Zhang, M.**, Haward, P., & Carey, S. Sources of information in the acquisition of principled properties.
Poster at Harvard University Laboratory for Developmental Studies Summer Internship Poster Day, Cambridge, MA. ([poster](#)) 2016

GRANTS & FELLOWSHIPS

Social, Behavioral and Economic Sciences (SBE) Postdoctoral Research Fellowship (SPRF), <i>National Science Foundation</i>	2024–2026
Graduate Dissertation Fellowship, Clayman Institute for Gender Research, <i>Stanford University</i>	2023–2024
Graduate Research Opportunity, School of Humanities & Sciences, <i>Stanford University</i> (\$3000)	2022
Summer Collaborative Research Fellowship, Stanford Impact Labs, <i>Stanford University</i> (\$4000)	2022
Research Data Grant, Institute for Research in the Social Sciences, <i>Stanford University</i> (\$1500)	2021
Norman H. Anderson Research Award, Department of Psychology, <i>Stanford University</i> (\$2000)	2019, 2023
Regina Casper Stanford Graduate Fellowship in Science & Engineering, <i>Stanford University</i>	2018–2021
Dean's Distinguished University Fellowship, <i>Ohio State University</i> (3 years, declined)	2018
Norwegian Summer Institute on Language and Mind, <i>University of Oslo</i> (declined)	2018
Graduate Research Fellowship Program, Honorable Mention, <i>National Science Foundation</i>	2018
Earl R. Franklin Research Fellowship, Department of Psychology, <i>The University of Chicago</i> (\$3000)	2017
University Merit Scholarship, <i>The University of Chicago</i>	2014–2018

HONORS & AWARDS

Albert H. and Barbara R. Hastorf Teaching Award, Department of Psychology, <i>Stanford University</i>	2024
Diversity Travel Award, <i>Society for Philosophy & Psychology (SPP)</i>	2023
James W. Lyons Award for Service, Dean of Students Office, <i>Stanford University</i>	2023
Graduate Feminist Award, Vice Provost for Graduate Education/Women's Community Center, <i>Stanford Univ.</i>	2022
Graduate Poster Award Runner-Up, <i>Society for Personality and Social Psychology (SPSP)</i>	2022
Diversity Travel Award, <i>Cognitive Development Society (CDS)</i>	2019
Phi Beta Kappa, <i>The University of Chicago</i>	2018
Student Leadership Recognition and Access Award, Student Government, <i>The University of Chicago</i>	2016
Dean's List, <i>The University of Chicago</i> (ineligible 2017)	2015, 2016, 2017

TEACHING

*online

Guest Lecturer (1x), <i>Stanford University</i>	
Language, Gender, & Sexuality (LINGUIST 156/FEMGEN 156X)	Spring 2024
Teaching Assistant (7x), <i>Stanford University</i>	
Gendered Innovations in Science, Medicine, Engineering, and Environment (HISTORY/FEMGEN 44Q)	Spring 2024
Advanced Research / Honors Program (PSYCH 198)	Autumn 2022
• Taught workshops on research and professional skills in a small seminar class.	
Introduction to Developmental Psychology (PSYCH 60)	Spring 2021*, Summer 2021*
• Taught a guest lecture on language and thought in a large lecture class.	
• Graded problem sets and major assignments, and met with students in office hours.	
Introduction to Psychology (PSYCH 1)	Autumn 2019, Winter 2020, Spring 2020*
• Taught 2 weekly sections of 12-20 students each quarter & graded assignments.	
• Developed an online teaching guide for sections during an emergency pivot to online teaching.	
• Invited back in a two-quarter teaching program for a third quarter of teaching.	
Internship Coordinator, <i>Stanford University</i>	
CSLI Summer Internship, Center for the Study of Language and Information	2020, 2022
Psych-Summer Research Program, Department of Psychology	2023
• Designed mentorship contracts, mentor training, orientation, weekly workshops, and other events for interns.	
Mid-Quarter Teaching Consultant, Introduction to Psychology, <i>Stanford University</i>	2021–present
Graduate Teaching Consultant, Center for Teaching & Learning, <i>Stanford University</i>	2020–2023
Graduate Teaching Consultant Coordinator, Center for Teaching & Learning, <i>Stanford University</i>	2021–2023
• Provide individualized teaching feedback to graduate students across the university.	
• Train and manage a team of more than a dozen graduate teaching consultants.	

- Evaluate graduate student needs using focus groups and surveys, co-wrote a funding proposal for a graduate teaching certificate program, launched a university-wide teaching helpline for teaching-related questions, developed a grant fund for graduate students to develop teaching-related events and resources.
- Design & lead workshops, on e.g., student engagement, group work, leading discussions, inclusive pedagogy:

Modell, A. & **Zhang, M. Y.** TA Orientation Any Time: A Self-Paced, Asynchronous Canvas Course.

Poster (IdeaLab) at Academic Technology Expo (ATXpo), *Saint Mary's College*.

2023

Talk at TEACH symposium, *Stanford University*.

2023

Zhang, M. Y. & various co-facilitators. Leading discussions in the humanities & social sciences.

Invited workshop for TA Orientation, *Stanford University*.

Winter 2021*, Autumn 2021*, Autumn 2022

Asynchronous course module for TA Orientation Anytime, *Stanford University*.

2023

Zhang, M. Y. Engaging students in the classroom.

Invited workshop for Psychology TA Orientation, Psychology, *Stanford University*.

2022, 2023

Zhang, M. Y. & Guzman, K. Making groups work in class.

Invited workshop for Teach the Teachers, School of Earth, *Stanford University* (cancelled).

2022

Zhang, M. Y. & Williams, L. Student engagement online.

Invited workshop for TA Seminar, Civil and Environmental Engineering, *Stanford University*.

2020*

MENTORING & OUTREACH

Research Mentor (12 students)

- Train and mentor undergraduate research assistants in developmental research and career development.
- Mentor honors thesis students[†] in applying for funding and conducting independent research.
- Lead weekly workshops on skills and professional development.

Emily Rinehart (BA, Stanford → PhD student in School Psychology, Oregon)

2023–2024

Sachin Allums (BA, Stanford)

2022–2024

Linda Liu (BA, Stanford → English Teaching Assistant, US Fulbright Program)

2022–2024

Kamilah Cole (BA, UC Berkeley)

2022

Amy Miyahara[†] (BA, Stanford → lab manager in Psychology, Notre Dame)

2021–2023

Natalie Sarmiento (BA, Stanford → lab manager in Psychology, UW-Madison)

2021–2022

Alex Riklin (BA, Stanford)

2021–2022

Mercedes Muñoz (BA, Boston University → PhD student in Psychology, Duke)

2020–2021

Melissa Santos[†] (BA, Stanford → lab manager in Psychology, Yale)

2019–2021

Aarthi Popat[†] (BA, Stanford → lab manager in Psychology, UCSD)

2019–2021

Alanna Sun (BA, Stanford)

2019–2020

Kristine Cho (BA, Pomona → PhD student in Marketing, UC Berkeley)

2019–2020

Mentor for psychology PhD applicants

[Project SHORT](#) (2021–present), [Application Statement Feedback Program \(ASFP\)](#) (2021–present), Stanford Psychology [Paths to PhD](#) (2019–2023), Stanford Women's Community Center [Women in STEM Mentoring](#) (2018–2020)

Science outreach and education for middle schoolers from underrepresented backgrounds

[Stanford Science Penpals](#) (2018–2020), [The Think Tank](#) educator & events manager (2015–2017; [media coverage](#))

Science communication

Zhang, M. Y. (2024). The structural burden of men's declining social networks. *Gender News*. Clayman Institute for Gender Research, Stanford University. ([article](#))

Zhang, M. Y. (2023). Gender stereotypes contribute to misperceptions of gender norms across the world. *Gender News*. Clayman Institute for Gender Research, Stanford University. ([article](#))

Zhang, M. Y. (2023). The fundamental moral dilemma faced by public experts. *Gender News*. Clayman Institute for Gender Research, Stanford University. ([article](#))

ACADEMIC SERVICE & LEADERSHIP

To the discipline

Ad hoc reviewer, *Psychonomic Bulletin & Review*, *Psychological Science* (co-reviewer), Cognitive Science Society (CogSci) conference, Budapest CEU Conference on Cognitive Development (BCCCD)

To New York University

Organizer, Computational Social Cognition reading group 2024–present

To Stanford University

Diversity Committee, Department of Psychology 2019–2020

- Conducted the first systematic documentation of graduate admission practices across areas of the department, as part of a committee initiative assessing diversity in graduate admissions.
- Twice co-organized an annual public event, [Paths to PhD](#), to communicate information about psychology graduate school and the application process to those from underrepresented backgrounds.
- Co-designed a department climate survey and transparency document for accountability to stakeholders.
- Created & maintain professional development resources, e.g., alumni & funding databases, for graduate students.

Cognitive/Developmental Faculty Search Committee, Department of Psychology 2021–2022

Developmental Area Graduate Admissions, Department of Psychology 2019–2020, 2021–2022

Developmental Area Graduate Interview Weekend, Department of Psychology 2022, 2023

Developmental Brownbag Seminar & Journal club, Department of Psychology 2019–2020

To the University of Chicago

Student Advisory Board, Cognitive Science Program 2017–2018

- Organized a group of undergraduates from psychology, philosophy, and linguistics to work with a faculty member on creating a cognitive science undergraduate major, which launched during the 2022-23 school year.

Faculty Liaison & Peer Mentor, Psi Chi (UC Psych) 2016–2018