

Emory Richardson

CURRICULUM VITAE

email: rchrdsn.emory@gmail

website: <https://sites.google.com/view/emoryrichardson/home>

CV: June 2024

Employment

2023-2024	Postdoctoral Researcher	University of Michigan PI: Susan Gelman
-----------	-------------------------	--

Education

2023	Ph.D.	Yale University	Psychology
		Advisor: Frank Keil	
2016	M.A.	The University of Chicago	Social Sciences
2009	B.A.	St. John's College, Santa Fe	Philosophy and History of Science

Research Interests

Learning often necessitates collaboration, making it dependent on the complex dynamics of interactions between individuals in a group. But reasoning about these dynamics often feels effortless. I study the intuitive reasoning about individual and collective learning that enables cumulative culture, and how this reasoning develops in early childhood.

Publications

WORKING PAPERS

Richardson, E., & Keil, F.C., (under review). Anger, evidence, & trending opinions: we trust consensus when we believe it reflects genuine persuasion [[PDF](#)]

Richardson, E., Hok, H., Shaw, A., & Keil, F.C., (in prep). Herding cats: children's intuitive theories of persuasion predict slower collective decisions in larger and more diverse groups, but disregard factional power. [[Poster](#)]

Richardson, E., Davis, I., & Keil, F. C. (in prep). Agenda setting and *The Emperor's New Clothes*: people infer that letting powerful agents make their opinion known early can trigger information cascades and pluralistic ignorance.

Richardson, E., & Keil, F. C. (in progress). "He only changed his answer because they shouted at him": Children use affective cues to distinguish between genuine and forced consensus. [[Conference Proceeding](#)]

Richardson, E., **Miro-Rivera, D., & Keil, F. C. (in progress). Know your network: People infer cultural drift from network structure, and expect collaborating with more distant experts to improve innovation, but collaborating with network-neighbors to improve memory. [[Conference Proceeding](#)]

JOURNAL ARTICLES

- Richardson, E., & Keil, F. C. (2022).** Thinking takes time: Children use agents' response times to infer the source, quality, and complexity of their knowledge. *Cognition*, 224, 105073. <https://doi.org/10.1016/j.cognition.2022.105073>
- Richardson, E., & Keil, F. C. (2022).** The potential for effective reasoning guides children's preference for small group discussion over crowdsourcing. *Scientific Reports*, 12(1), 1193. <https://doi.org/10.1038/s41598-021-04680-z>
- Richardson, E., Sheskin, M., & Keil, F. C. (2021).** An Illusion of Self-Sufficiency for Learning About Artifacts in Scaffolded Learners, But Not Observers. *Child Development*, 16. <https://doi.org/10.1111/cdev.13506>

REFEREED CONFERENCE PROCEEDINGS

- Richardson, E., Hok, H., Shaw, A., & Keil, F.C. (2023).** Herding cats: children's intuitive theories of persuasion predict slower collective decisions in larger and more diverse groups, but disregard factional power. *Proceedings of the Cognitive Science Society*. [[Poster](#)] [[PDF](#)]
- Richardson, E., Davis, I., & Keil, F. C. (2023).** Agenda-setting and *The Emperor's New Clothes*: people infer that letting powerful agents make their opinion known early can trigger information cascades and pluralistic ignorance. *Proceedings of the Cognitive Science Society*. [[PDF](#)]
- Richardson, E., **Miro-Rivera, D., & Keil, F. C. (2022).** Know your network: People infer cultural drift from network structure, and expect collaborating with more distant experts to improve innovation, but collaborating with network-neighbors to improve memory. *Proceedings of the Cognitive Science Society*. [[PDF](#)]
- Richardson, E., & Keil, F. C. (2022).** "He only changed his answer because they shouted at him": Children use affective cues to distinguish between genuine and forced consensus. *Proceedings of the Cognitive Science Society*. [[PDF](#)]
- Richardson, E., & Keil, F. (2021).** You can't trust an angry group- asymmetric evaluations of angry and surprised rhetoric affect confidence in trending opinions. *Proceedings of the Cognitive Science Society*. [[PDF](#)]
- Richardson, E., & Keil, F. C. (2020).** Does informational independence always matter? Children believe small group discussion is more accurate than ten times as many independent informants. *Proceedings of the Cognitive Science Society*. [[PDF](#)]
- Richardson, E., & Keil, F. C. (2020).** Children use agents' response time to distinguish between memory and novel inference. *Proceedings of the Cognitive Science Society*. [[PDF](#)]

**Undergraduates I supervised

External Presentations

- Richardson, E., Davis, I., & Keil, F. C. (2023).** *Agenda-setting and The Emperor's New Clothes: people infer that letting powerful agents make their opinion known early can trigger information cascades and pluralistic ignorance.* Invited talk at the 45th Annual Meeting of the Cognitive Science Society.
- Richardson, E., Hok, H., Shaw, A., & Keil, F.C. (2023).** *Herding cats: children's intuitive theories of persuasion predict slower collective decisions in larger and more diverse groups, but disregard factional power.* Invited talk at the 45th Annual Meeting of the Cognitive Science Society.

Richardson, E., Hok, H., Shaw, A., & Keil, F.C., (2023) *Children infer longer collective decision times in more diverse groups and larger groups.* Invited talk at iSearch Research Group, Max Planck Institute for Human Development

Richardson, E., Hok, H., Shaw, A., & Keil, F.C., (2022) *Children infer longer collective decision times in more diverse groups and larger groups.* Poster presented at the Society for Philosophy and Psychology Annual Meeting, 2022.

Richardson, E., **Miro-Rivera, D., & Keil, F. C. (2022). *Know your network: People infer cultural drift from network structure, and expect collaborating with more distant experts to improve innovation, but collaborating with network-neighbors to improve memory.* Flash talk presented at the 44th Annual Meeting of the Cognitive Science Society.

Richardson, E., & Keil, F. C. (2022). *"He only changed his answer because they shouted at him": Children use affective cues to distinguish between genuine and forced consensus.* Flash talk presented at the 44th Annual Meeting of the Cognitive Science Society.

Richardson, E., & Keil, F. (2021). *You can't trust an angry group- asymmetric evaluations of angry and surprised rhetoric affect confidence in trending opinions.* Poster presented at the 43rd Annual Meeting of the Cognitive Science Society.

Richardson, E., & Keil, F. C. (2021). *Groups and Crowds: developing intuitions about the tradeoffs of social influence.* Talk presented virtually (due to COVID) at the Biannual Meeting of the Society for Research in Child Development (Symposium Co-chaired with Hannah Hok).

Richardson, E., & Keil, F. C. (2020). *Does informational independence always matter? Children believe small group discussion is more accurate than ten times as many independent informants.* Talk presented virtually (due to COVID) at the 42nd Annual Meeting of the Cognitive Science Society.

Richardson, E., & Keil, F. C. (2020). *Children use agents' response time to distinguish between memory and novel inference.* Talk presented virtually (due to COVID) at the 42nd Annual Meeting of the Cognitive Science Society.

Richardson, E., & Keil, F. C. (2020). *Groups and Crowds: developing intuitions about the tradeoffs of social influence.* Invited talk at UM6P School of Collective Intelligence.

Richardson, E., & Jara-Ettinger, J. (2019). *You must know something I don't: Risky behavior implies privileged information.* Poster presented at the 41st Annual Meeting of the Cognitive Science Society.

Richardson, E., Sheskin, M., & Keil, F. C. (2019). *An Illusion of Self-Sufficiency for Learning About Artifacts in Scaffolded Learners, But Not Observers.* Poster presented at the Biannual Meeting of the Society for Research in Child Development

Teaching

ACADEMIC

Fall 2020	<i>Introduction to Psychology</i>	Teaching Fellow
Summer 2020	<i>Undergraduate Summer Statistics Course</i>	Instructor*
Fall 2019	<i>Infinity (Philosophy Department)</i>	Teaching Fellow
Summer 2019	<i>Undergraduate Summer Statistics Course</i>	Instructor *

Spring 2019	<i>Introduction to Developmental Psychology</i>	Teaching Fellow
Fall 2018	<i>Introduction to Cognitive Science</i>	Teaching Fellow

**Weekly workshops for ~30 undergraduate interns*

PRIOR EXPERIENCE

2012-2015	Smart School of Foreign Languages, Russia	Teacher
	<i>Full-time teacher of English as a foreign language for junior high, high school, college, & professional students. Each semester & summer, taught 4-6 classes of 12-16 students, each meeting twice weekly.</i>	
2011-2012	Returned Peace Corps Volunteer, Kazakhstan, US Peace Corps	Teacher / Teacher Trainer
	<i>Designed curricula, planned & taught high school English as a foreign language classes. Planned and executed youth development summer camps. Led teaching methods workshops for local teachers.</i>	

Academic Awards

2023	Cognitive Science Society Travel Grant	\$1200
2022	Yale Conference Travel Fellowship	\$750
2015	University of Chicago Social Sciences Scholarship	\$25,812

Professional Activities

AD HOC REVIEWS

Psychonomic Bulletin & Review
Cognition
Psychological Science

CONFERENCE REVIEWS

The Cognitive Science Society