

## **CURRICULUM VITAE**

**Paul L. Harris**

Date of Birth: 14th May 1946.

Citizenship: British, Swiss

Languages: English, French, Dutch

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- 1965-1968 B.A. in Psychology, Sussex University; 1st class honors.
- 1968-1971 D. Phil. in Psychology, Experimental Psychology, Oxford University.
- 1971-1972 Research Fellow, Center for Cognitive Studies, Harvard University, U.S.A.
- 1972-1973 Research Fellow, Experimental Psychology, Oxford University
- 1973-1976 Lecturer, Department of Psychology, Lancaster University
- 1976-1979 Reader in Psychology, Free University, Amsterdam, The Netherlands
- 1979-1981 Lecturer, Department of Social Psychology, London School of Economics
- 1981-1996 Lecturer in Psychology, Oxford University, Fellow of St John's College
- 1992-1993 Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, U.S.A.
- 1996-1998 Reader in Experimental Psychology, University of Oxford.
- 1998-2001 Professor of Developmental Psychology, University of Oxford.
- 2000-1 British Academy Research Readership.
- 2001- Emeritus Fellow, St John's College, Oxford
- 2001- Professor of Education, Harvard University
- 2005- Victor S. Thomas Professorship, Harvard University
- 2007 Visiting Professor, Dept. of Cognitive Studies, Ecole normale supérieure, Paris

### **Awards and Honors**

- 1998 Elected as Fellow of British Academy.
- 2005 Guggenheim Fellowship
- 2006 Elected as foreign member of The Norwegian Academy of Science and Letters
- 2007 Docteur Honoris Causa; Université de Rennes, France
- 2009 Elected as Fellow of the Association for Psychological Science
- 2009 William Thierry Preyer Award: European Society for Developmental Psychology
- 2009 Docteur Honoris Causa; Université de Lausanne, Switzerland
- 2010 Morningstar Teaching Award, Harvard University
- 2011 Honorary Fellowship; Cardiff University, Wales
- 2013 Cognitive Development Society Book Award
- 2014 American Psychological Association: Eleanor Maccoby Book Award.
- 2015 American Psychological Association: Mentor Award in Developmental Psychology
- 2015 Elected as Fellow of the American Academy of Arts and Sciences
- 2017 Association for Psychological Science: Mentor Award in Psychology
- 2022 Elected as Fellow of the International Society for the Study of Behavioral Development

### Professional activities

Current Associate Editor for *Psychological Review*. Former Editor of *British Journal of Developmental Psychology*; Former Associate Editor of *Child Development*. Reviewer for: *Science*, *PNAS*, *Psychological Science*, *Child Development*, *Cognitive Science*, *Developmental Science*, *Developmental Psychology*, *Cognition*, *Mind and Language*, *Human Development*, *Society for Research in Child Development Monographs*, *Behavioral and Brain Sciences*, *Development and Psychopathology*, *Journal of Child Psychology and Psychiatry*. Referee for ESRC and MRC (U.K.), NSF (U.S.) and SSHRC (Canada).

### Publications

#### **Books**

Harris, P. L. (2022). *Child psychology in 12 questions*. Oxford: Oxford University Press.

Harris, P. L. (2022). *Children's imagination*. Cambridge: Cambridge University Press.

Harris, P. L. (2012). *Trusting what you're told: How children learn from others*. Cambridge, MA: Belknap Press/Harvard University Press.

Harris, P. L. (2000). *The work of the imagination*. Oxford: Blackwell.

Harris, P. L. (1989). *Children and emotion: The development of psychological understanding*. Oxford: Blackwell.

#### **Edited Books**

Talwar, V., Harris, P. L. & Schleifer, M. (Eds.) (2011). *Children's understanding of death*. New York: Cambridge University Press.

Rosengren, K., Johnson, C. & Harris, P. L. (Eds.) (2000). *Imagining the impossible: Magical, scientific, and religious thinking in children*. New York: Cambridge University Press

Saarni, C. & Harris, P. L. (Eds.) (1989). *Children's understanding of emotion*. New York: Cambridge University Press.

Astington, J. W., Harris, P. L. & Olson, D. R. (Eds.) (1988). *Developing theories of mind*. New York: Cambridge University Press.

### ***Journal Articles and Chapters***

- Payir, A., Harris, P. L. & Corriveau, K. H. (in press). Peaceful coexistence or inevitable clash? Confronting the claims of science and religion about death. *Child Development*
- Musholt, K., Ronfard, S., Rottman, J., Porter, T., Baehr, J., Cimpian, A., Danovich, J., Davis, D., Harris, P. L., Keil, F., Mills, C., Ruggeri, A., Sinnott-Armstrong, W. (in press). Developing intellectual humility: Question, dilemmas, and future directions. *Current Psychology*
- Kim, S., Pond, N., Harris, P. L. & Hulme, C. (in press). Revisiting persistence in developmental psychology: An integrative framework for flexible persistence. *Human Development*.
- Rottman, J., Favilla, Z., Ramaswamy, N., Geller, C., Rilla, R., Kegelman, N., Coble, S., Lane, J. D., Metz, S. E., Harris, P. L., & Sinnott-Armstrong, W. (2026). Children and adults think truth-seeking should prevail over partisanship. *Journal of Experimental Psychology: General*, 155(1), 177–196. <https://doi.org/10.1037/xge0001865>
- Yang, Q. T., Jeffries, I., Xie, Z., Star, J. R., Harris, P. L., & Rowe, M. L. (in press). American and Chinese parents' math talk during numeracy and routine activities: Do parental beliefs matter? *Early Childhood Research Quarterly*
- Hermansen, T. K., Veraksa, A. N., Pons, F. M. P. & Harris, P. L. (in press). Children revise their emotion attributions in light of the broader temporal context. *International Journal of Behavioral Development*
- Ma, S. & Harris, P. L. (2026). "Has the climate changed?": How education shapes beliefs in emerging scientific phenomena. *Journal of Cognition and Development*.
- Kim, S., Harris, P. L., & Néher, B. (2025). Curiosity can influence metacognitive processes. *Metacognition and Learning*, 20, 39.
- Zhao, L., Yan, W., Peng, J., & Harris, P. L. (2025). Moral judgment and cheating: Evidence of a knowledge-behavior link in early childhood. *Child Development*.
- Zhou, L, Yan, W., Harris, P. L. & Lee, K. (2025). Telling young children an adult's emotional reactions to their future honest or dishonest behavior causes them to cheat less. *Developmental Psychology*.
- Yang, Q. T., Di Sante, M. Jin, Y., Star, J. R., Harris, P. L. & Rowe, M. L. (2025). Block play by American and Chinese families: Associations with children's spatial ability. *Journal of Applied Developmental Psychology*, 97, 101742.

- Prenevost, M., Nilsen, I. B. R., Bølstad, E., Pons, F., Harris, P. L., & Reber, R. (2025). Young children's understanding and experience of insight. *Developmental Psychology, 61*, 556–571.
- Wan, Z., Wang, B., Harris, P.L., Tang, Y. (2025). The influence of valence and relationship on children's verification of gossip. *British Journal of Developmental Psychology, 43*, 111-123.
- Harris, P. L. (2024) Somewhere, somehow: Young children imagine possibilities and ask about them. *Annual Review of Developmental Psychology, 6*, 185-201.
- Ma, S., Payir, A., McLoughlin, N., Harris, P. L. (2024). Scientific and religious beliefs are primarily shaped by testimony. *Trends in Cognitive Sciences, 28*, 792-803
- Payir, A., Soley, G., Serbest, O., Corriveau, K. H. & Harris, P. L. (2024). Religious polarization and the justification of belief in invisible scientific versus religious entities. *Child Development, 95*, 1723–1738.
- Hermansen, T. K., Viana, K. M. P., Harris, P. L., Engel, S., Zambrana, I. M. & Ronfard, S. (2024). Checking out the unexplained – with age, children become increasingly skeptical of surprising claims. *Developmental Psychology, 60*, 1761–1774.
- Zhao, L., Mao, H., Harris, P. L. & Lee, K. (2024). Trusting young children causes them to cheat less. *Nature Human Behaviour, 8*, 668–678.
- Payir, A. & Harris, P. L. (2024). Children's ideas about stories and about reality. In A. James, A. Kubo & F. Lavocat (Eds). *The Routledge handbook of fiction and belief*, pp. 185-95. New York: Routledge.
- Yang, Q. T., Sleight, S., Ronfard, S. & Harris, P. L. (2023). Young children's conceptualization of empirical disagreement. *Cognition, 241*, 105627.
- Yang, Q. T., Star, J. R., Harris, P. L. & Rowe, M. L. (2023). Chinese parents' support of preschoolers' mathematical development. *Journal of Experimental Child Psychology, 236*, 105753.
- Cheng, L. & Harris, P. L. (2023). The understanding of mixed emotions by American and Chinese children. *International Journal of Behavioral Development, 47*, 465–474.
- Tang, Y., Zhang, Z. & Harris, P. L. (2023). Does first-hand evidence undermine young children's initial trust in positive gossip? Evidence from 5- to 6-year-old children. *British Journal of Developmental Psychology, 41*, 358–370.

- Prezioso, MG & Harris, P. L. (2023). Children's absorption in fiction: Self-reports by avid and occasional readers. *Psychology of Aesthetics, Creativity, and the Arts*.
- McLaughlin, N., Cui, Y. K., Davoodi, T., Payir, A., Clegg, J. M., Harris, P. L., & Corriveau, K. H. (2023). Expressions of uncertainty in invisible scientific and religious phenomena during naturalistic conversation. *Cognition*, 237, 105474.
- Payir, A., Corriveau, K. & Harris, P. L. (2023). Children's beliefs in invisible causal agents – both religious and scientific. *Advances in Child Development and Behavior*, 65, 1-34.
- Chen, X., Harris, P. L. & Yang, F. (2023). Young children consider the normative goodness of activity engagement when attributing happiness. *Journal of Experimental Child Psychology*, 228, 105608.
- Wong, A., Cordes, S., Harris, P. L. & Chernyak, N. (2023). Being nice by choice: The effect of counterfactual reasoning on children's social evaluations. *Developmental Science*, 26, e13394.
- Harris, P. L. (2023). Young children's representation of people who are elsewhere—Or dead. *International Journal of Behavioral Development*, 47, 265-274.
- Peretti, G., Manzil, F., Di Dio, C., Cangelosi, A., Harris, P. L., Massaro, D., Marchetti, A. (2023). Can a robot lie? Young children's understanding of intentionality beneath false statements. *Infant and Child Development*, 32, e2398.
- Zhao, L., Li, Y., Sun, W., Zheng, Y., & Harris, P. L. (2023). Hearing about a story character's negative emotional reaction to having been dishonest causes young children to cheat less. *Developmental Science*, 26, e13313.
- Cottrell, S., Torres, E., Harris, P. L., & Ronfard, S. (2023). Older children verify adult claims because they are skeptical of those claims. *Child Development*, 94, 172-186.
- Wang, Y., Harris, P. L., Pei, M., & Su, Y. (2022). Do bad people deserve empathy? Selective empathy based on targets' moral characteristics. *Affective Science*, <https://doi.org/10.1007/s42761-022-00165-y>.
- Harris, P. L. (2022). Young children share imagined possibilities: Evidence for an early-emerging human competence. *Philosophical Transactions of the Royal Society B*, 377, <https://doi.org/10.1098/rstb.2022.0022>.

- Chernyak, N., Harris, P. L. & Cordes, S. (2022). A counting intervention promotes fair sharing in preschoolers. *Child Development, 93* 1365-1379
- Beck, S. R. & Harris, P. L. (2022). The development of the imagination and imaginary worlds. *Behavioral and Brain Sciences, 45*, DOI:10.1017/S0140525X21002272
- Harris, P. L. (2022). From charitable inference to active credence. *Scientia et Fides, 10*, 121–135.
- Harris, P. L. & Cheng, L. (2022). Evidence for similar conceptual progress across diverse cultures in children’s understanding of emotion. *International Journal of Behavioral Development, 46*, 238–250.
- Payir, A., Heiphetz, L., Harris, P. L. & Corriveau, K. H. (2022). What could have been done? Counterfactual alternatives to negative outcomes generated by religious and secular children. *Developmental Psychology, 58*, 376-391.
- Viana, K. M. P, Lucena, J., Zambrana, I. M., Harris, P. L. & Pons, F. (2022). Children’s emotion understanding and cooperative problem-solving in educational settings. In D. Dukes, A. C. Samson & E. A. Walle (Eds). *The Oxford Handbook of Emotional Development* (pp. 566-580). Oxford: Oxford University Press.
- Zhang, Y. & Harris, P. L. (2022). Talking about people who are not there: Children’s early references to absent caregivers and absent friends. *First Language, 42(3)*, 405-425.
- Davoodi, T., Jamshidi-Sianaki, M., Payir, A., Cui, Y. K., Clegg, J., McLoughlin N., Harris, P. L. & Corriveau, K. H. (2022). Miraculous, magical, or mundane? The development of beliefs about stories with divine, magical, or realistic causation. *Memory and Cognition, 51*, 695–707.
- Bazhydai, M. & Harris, P. L. (2021). Infants actively seek and transmit knowledge via communication. *Behavioral and Brain Sciences, 44*, e142.
- Payir, A., McLoughlin, N., Cui, Y. K., Davoodi, J., Clegg, J., Harris, P. L. & Corriveau, K. H. (2021). Children’s ideas about what can really happen: The impact of age and religious background. *Cognitive Science, 45*, e13054
- Orm, S., Holmberg, E. H., Harris, P. L., Núñez, M. & Pons, F. (2021). Diachronic tendency and thinking style across the broader autism spectrum: Sources of individual differences? *Advances in Neurodevelopmental Disorders, 5*, 326-338

- Hermansen, T. K., Harris, P. L., Zambrana, I. M., & Ronfard, S. (2021). Preschool children rarely seek empirical data that could help them complete a task when observation and testimony conflict. *Child Development, 92*, 2546-2562.
- Yang, Q. T., Leech, K. A., & Harris, P. L. (2021). Missing persons: Young children's talk about absent members of their social network. *Mind and Language, 37*, 933-954.
- Harris, P. L. (2021). Omniscience, preexistence, doubt and misdeeds. *Journal of Cognition and Development, 22*, 418-425.
- Harris, P. L. (2021). Early constraints on the imagination: The realism of young children. *Child Development, 92*, 466-483.
- Payir, A., Davoodi, T., Cui, Y. K., Clegg, J., Harris, P. L. & Corriveau, K. H. (2021). Are high levels of religiosity inconsistent with a high valuation of science? Evidence from the United States, China, and Iran. *International Journal of Psychology, 56*, 216-227.
- Hermansen, T., Harris, P. L., Ronfard, S. & Zambrana, I. M. (2021). Young children update their trust in an informant's claim when experience tells them otherwise. *Journal of Experimental Child Psychology, 205*, 105063.
- Ronfard, S., Chen, E. E. & Harris, P. L. (2021). Testing what you're told: Young children's empirical investigation of a surprising claim. *Journal of Cognition and Development, 22*, 426-447.
- McLoughlin, N., Davoodi, T., Cui, Y. K., Clegg, J. M., Harris, P. L. & Corriveau, K. H. (2021). Parents' beliefs about their influence on children's scientific and religious views: Perspectives from Iran, China and the United States. *Journal of Cognition and Culture, 21*, 49-75.
- Chernyak, C. Turnbull, V., Gordon, R., Harris, P. L. & Cordes, S. (2020). Counting promotes proportional social evaluation in preschool-aged children. *Cognitive Development, 56*, 100969.
- Tang, Y., & Harris, P. L. (2020). The relationship between emotion understanding and social skills in preschoolers: The mediating role of verbal ability and the moderating role of working memory. *European Journal of Developmental Psychology, 18*, 54217.
- Kirby, A. L. & Harris, P. L. (2020). The case of common humanity: towards a deeper understanding of children's social ideas. *Journal of Moral Education, 49*, 745.

- Davoodi, T., Cui, Y. K., Clegg, J. M., Fang, E. Y., Payir, A., Harris, P. L. & Corriveau, K. H. (2020). Epistemic justifications for belief in the unobservable: The impact of minority status. *Cognition*, *200*, 104273.
- Harris, P. L. & Corriveau, K. H. (2020). Beliefs of children and adults in religious and scientific phenomena. *Current Opinion in Psychology*, *40*, 20-23.
- Di Dio, D., Manzi, F., Peretti, G., Cangelosi, A., Harris, P. L., Massaro, D., & Marchetti, A. (2020). Shall I trust you? From child-robot interaction to trusting relationships. *Frontiers in Psychology: Developmental Psychology*, *11*, 469.
- Ronfard, S., Ünlütürk, B., Bazhydai, M., Nicolopoulou, A. & Harris, P. L. (2020). Preschoolers in Belarus and Turkey accept an adult's counter-intuitive claim and do not spontaneously seek evidence to test that claim. *International Journal of Behavioral Development*, *44*, 424-432.
- Chen, E., Ng, C., T. K., Corriveau, K. H., Yang, B. & Harris, P. L. (2020). Talking about personality: evidence for attributions to self and others in early childhood. *Journal of Cognition and Development*, *21*, 191-212.
- Chen, X. & Harris, P. L. (2020). Children's conception of heroes, villains, the self and others in China: A developmental study. *European Journal of Developmental Psychology*, *17*, 447-464.
- Harris, P. L. (2020). The point, the shrug and the question of clarification. In L. P. Butler, S. Ronfard, and K. H. Corriveau (Eds.), *The questioning child: Insights from psychology and education*. Cambridge, U.K.: Cambridge University Press.
- Davoodi, T., Soley, G., Harris, P. L. & Blake, P. R. (2020). Essentialization of social categories across development in two cultures. *Child Development*, *91*, 289-306.
- Cui, Y. K., Clegg, J. M., Yan, E. F., Davoodi, T., Harris, P. L., Corriveau, K. H. (2020). Religious testimony in a secular society: Belief in unobservable entities among Chinese parents and their children. *Developmental Psychology*, *56*, 117-127.
- Bascandziev, I. & Harris, P. L. (2020). Can children benefit from thought experiments? In A. Levy & P. Godfrey-Smith (Eds.). *The Scientific Imagination: Philosophical and Psychological Perspectives*, (pp. 262-279). New York: Oxford University Press.
- Harris, P. L. (2020). Can young children draw what does not exist? *Empirical Studies of the Arts*, *38*, 71-80.

- Pons, F. & Harris, P. L. (2019). Children's understanding of emotions or "Pascal's error": Review and prospects. In V. Lobue, K. Pérez-Edgar & K. A. Buss (Eds.). *Handbook of Emotional Development* (pp. 431-450). Cham, Switzerland: Springer.
- Harris, P. L. & Corriveau, K. H. (2019). Some, but not all, children believe in miracles. *Journal for the Cognitive Science of Religion*, *5.1*, 21-36.
- Li, P. H., Harris, P. L. & Koenig, M. A. (2019). The role of testimony in children's moral decision making: Evidence from China and United States. *Developmental Psychology*, *55*, 2603-2615.
- Chernyak, N., Harris, P. L. & Cordes, S. (2019). Explaining early moral hypocrisy: Numerical cognition promotes equal sharing behavior in preschool-aged children. *Developmental Science*, *22*, e12695
- Sampaio, L. R., Harris, P. L. & Barros, M. L. (2019). When a group majority is confronted with past accuracy. *British Journal of Developmental Psychology*, *37*, 571-584,
- Davoodi, T., Sianaki, M. J., Abedi, F., Payir, A., Cui, Y. K., Harris, P. L., & Corriveau, K. H. (2019). Beliefs about religious and scientific entities among parents and children in Iran. *Social Psychological and Personality Science*, *10*, 847-855.
- Orozco-Giraldo, C. & Harris, P. L. (2019). Turning water into wine: Young children's ideas about impossibility. *Journal of Cognition and Culture*, *19*, 219-243.
- Harris, P. L. (2019). Affective social learning: from biology to culture. In D. Dukes and F. Clément (Eds.), *Foundations of Affective Social Learning: Conceptualising the transmission of social value*, (pp. 69-86). Cambridge, UK: Cambridge University Press.
- Harris, P. L. (2019). Infants want input. In V. Grover, P. Uccelli, M. L. Rowe, & E. Lieven (Eds). *Learning through language: Towards an educationally informed theory of language learning*, (pp. 31-39). Cambridge, U. K.: Cambridge University Press.
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- Tang, Y., Harris, P. L., Zou, H., & Xu, Q. (2019). The impact of emotional expressions on children's trust judgments. *Cognition and Emotion*, *33*, 318-331.

- Einav, S., Rydland, V., Grøver, V., Robinson, E., & Harris, P. L. (2018). Children's trust in print: What is the impact of late exposure to reading instruction? *Infant and Child Development, 27*, e2102.
- Harris, P. L. (2018). Children's understanding of death: From biology to religion. *Philosophical Transactions of the Royal Society B, 373*: 20170266.  
<http://dx.doi.org/10.1098/rstb.2017.0266>
- Payir, A., Davoodi, T., Sianaki, M. J., Harris, P. L. & Corriveau, E. (2018). Coexisting religious and scientific beliefs among Iranian parents. *Peace and Conflict: Journal of Peace Psychology, 24*, 240-244.
- Tang, Y., Harris, P. L., Pons, F., Zou, H., Zhang, W. & Xu, Q. (2018). The understanding of emotion among young Chinese children. *International Journal of Behavioral Development, 42*, 512-517.
- Ronfard, S. & Harris, P. L. (2018). Children's decision to transmit information is guided by their evaluation of the nature of that information. *Review of Philosophy and Psychology, 9*, 849-861.
- Ronfard, S., Bartz, D. T., Cheng, L., Chen, X., & Harris, P. L. (2018). Children's developing ideas about knowledge and its acquisition. In J. B. Benson (Ed.), *Advances in child development and behavior*. (Vol. 54, pp. 123–151). San Diego, CA: Elsevier Academic Press.
- Harris, P. L. (2018). Revisiting privileged access. In J. Proust & M. Fortier, Eds., *Metacognitive diversity: an interdisciplinary approach*. Oxford: Oxford University Press.
- Harris, P. L., Koenig, M. A., Corriveau, K. H., & Jaswal, V. K. (2018). Cognitive foundations of learning from testimony. *Annual Review of Psychology, 69*, 251-273.
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- Galindo, J. H. & Harris, P. L. (2017). Mother knows best? How children weigh their first-hand memories against their mothers' reports. *Cognitive Development, 44*, 69-84.

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- Lucas, A. J., Burdett, E. R. R., Burgess, V., Wood, L., McGuigan, N., Harris, P. L. & Whiten, A. (2017). The development of selective copying: Children's learning from an expert versus their mother. *Child Development*, 88, 2026-2042.
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- Ronfard, S., Lane, J. D., Wang, M. & Harris, P. L. (2017). The impact of counter-perceptual testimony on children's categorization after a delay. *Journal of Experimental Child Psychology*, 163, 151-158.
- Watson-Jones, R. E., Busch, J. T. A., Harris, P. L., & Legare, C. H. (2017). Does the body survive death? Cultural variation in beliefs about life everlasting. *Cognitive Science*, 41, 455-476.
- Harris, P. L., Bartz, D. T., & Rowe, M. L. (2017). Young children communicate their ignorance and ask questions. *Proceedings of the National Academy of Sciences*, 114, 7884-7891.
- Smith, C. E., Noh, J. Y., Rizzo, M. T. & Harris, P. L. (2017). When and why parents prompt their children to apologize: The roles of transgression type and parenting style. *Journal of Family Studies*. 23, 38-61.
- Harris, P. L., Yang, B. & Cui, Y. K. (2017). "I don't know": Children's early talk about knowledge. *Mind and Language*, 32, 283-307.
- Hoicka, E., Butcher, J., Malla, F., & Harris, P. L. (2017). Humor and preschoolers' trust: Sensitivity to changing intentions. *Journal of Experimental Child Psychology*, 154, 113-130.

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