

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

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

- Zhao, L., Li, Y., Sun, W., Zheng, Y., & Harris, P. L. (in press). Hearing about a story character's negative emotional reaction to having been dishonest causes young children to cheat less. *Developmental Science*.
- Harris, P. L. (in press). From Charitable Inference to Active Credence. *Scientia et Fides*
- Cottrell, S., Torres, E., Harris, P. L., & Ronfard, S. (in press). Older children verify adult claims because they are skeptical of those claims. *Child Development*.
- Harris, P. L. (in press). Young children share imagined possibilities: Evidence for an early-emerging human competence. *Philosophical Transactions of the Royal Society B*.
- Chernyak, N., Harris, P. L. & Cordes, S. (in press). A counting intervention promotes fair sharing in preschoolers. *Child Development*.
- 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*.
- Bazhydai, M. & Harris, P. L. (2021). Infants actively seek and transmit knowledge via communication. *Behavioral and Brain Sciences, 44*, e142-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, T., Leech, K. & Harris, P. L. (2021). Missing persons: Young children's talk about absent members of their social network. *Mind and Language*
- 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*, 1854217.
- 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*. 1798745.
- 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.
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- 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.

- Clegg, J. M., Cui, Y. K., Harris, P. L., Corriveau, K. H. (2019). God, germs, and evolution: Belief in unobservable religious and scientific entities in the U.S. and China. *Integrative Psychological & Behavioral Science*, *53*, 93-106.
- 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>
- Harris, P. L. & Tang, Y. (2018). Peering into the opaque mind. *European Journal of Developmental Psychology*, *15*, 631-642.
- 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.

- Ronfard, S., Chen, E. E., & Harris, P. L. (2018). The emergence of the empirical stance: Children's testing of counterintuitive claims. *Developmental Psychology, 54*, 482-493.
- Hussar, K. M. & Harris, P. L. (2018). Vegetarian and non-vegetarian children's judgments of harm to animals and humans. *Ecopsychology, 10*, 36-43.
- 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.
- Kory Westlund, J. M., Dickens, L., Jeong, S., Harris, P. L., DeSteno, D. & Breazeal, C. L. (2017). Children use non-verbal cues to learn new words from robots as well as people. *International Journal of Child-Computer Interaction*. issn: 2212-8689. doi: 10.1016/j.ijcci.2017.04.001.
- Kory Westlund, J. M., Jeong, S., Park, H. W., Ronfard, S., Adhikari, A., Harris, P. L., DeSteno, D. & Breazeal, D. (2017). Flat versus expressive storytelling: young children's learning and retention of a social robot's narrative. *Frontiers in Human Neuroscience, 11*, <https://doi.org/10.3389/fnhum.2017.00295>
- Harris, P. L. (2017). Emotion, imagination and the world's furniture. *European Journal of Developmental Psychology, 14*, 672-683.
- 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.
- Harris, P. L. (2017). Tell, ask, repair: Early responding to discordant reality. *Motivation Science, 3*, 275-286.
- 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.
- Harris, P. L., Ronfard, S. & Bartz, D. (2017). Young children's developing conception of knowledge and ignorance: Work in progress. *European Journal of Developmental Psychology*, 14, 221-232.
- Harris, P. L. (2016). Missing persons. In J. Dodd (Ed.), *Art, mind, and narrative: Themes from the work of Peter Goldie*. Oxford: Oxford University Press.
- Ganea, P. A., Fitch, A., Harris, P. L. & Kaldy, Z. (2016). 16-month-olds can use language to update their expectations about the visual world. *Journal of Experimental Child Psychology*, 51, 65-76.
- Chernyak, N., Sandham, B., Harris, P. L. & Cordes, S. (2016). Numerical cognition explains age-related changes in third-party fairness. *Developmental Psychology*, 52, 1555-1562.
- Bascandziev, I. & Harris, P. L. (2016). The beautiful and the accurate: are children's selective trust decisions biased? *Journal of Experimental Child Psychology*, 152, 92-105.
- Chen, E.E., Corriveau, K. H. & Harris, P. L. (2016). Person perception in young children across two cultures. *Journal of Cognition and Development*, 17, 447-467.
- Harris, P. L., de Rosnay, M., & Pons, F. (2016). Understanding emotion. In & L. Feldman Barrett, M. Lewis & J. Haviland-Jones (Eds.), *Handbook of emotions* (4th edition), pp. 293-306. New York: Guilford Press.
- Hofmann, S. G., Doan, S., Sprung, M., Wilson, A., Ebesutani, C., Andrews, L., Curtiss, J. & Harris, P. L. (2016). Training children's theory-of-mind: A meta-analysis of controlled studies. *Cognition*, 150, 200-212.

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- Breazeal, C., Harris, P. L., DeSteno, D., Kory Westlund, J. M., Dickens, D., & Jeong, S. (2016). Young children treat robots as informant. *Topics in Cognitive Science, 8*, 481-491
- Bascandziev, I., Powell, L., Harris, P. L. & Carey, S. (2016). A role for executive functions in explanatory understanding of the physical world *Cognitive Development, 39*, 71-85.
- Lane, J. D., Ronfard, S. L., Francioli, S. P., & Harris, P. L. (2016). Children's imagination and belief: Prone to flights of fancy or grounded in reality? *Cognition, 152*, 127-140.
- Davoodi, T., Corriveau, K. H., & Harris, P. L. (2016). Distinguishing between realistic and fantastical figures in Iran. *Developmental Psychology, 52*, 221-231.
- Sprung, M., Münch, H. M., Harris, P. L., Ebesutani, C., & Hofman, S. (2015). Children's emotion understanding: A meta-analysis of training studies. *Developmental Review, 37*, 41-65.
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