

CURRICULUM VITAE

Paul L. Harris

Date of Birth: 14th May, 1946.

Citizenship: British.

Languages: English, French, Dutch

Contact: *Paul_Harris@gse.harvard.edu*

- 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

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| 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 |

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. (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. (2000). (Eds.). *Imagining the impossible: Magical, scientific, and religious thinking in children*. New York: Cambridge University Press

Saarni, C. & Harris, P.L. (1989). (Eds.). *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

Davoodi, T., Sianaki, M. J., Abedi, F., Payir, A., Cui, K. Y., Harris, P. L., & Corriveau, K. H. (in press). Beliefs about religious and scientific entities among parents and children in Iran. *Social Psychological and Personality Science*.

Clegg, J. M., Cui, Y. K., Harris, P. L., & Corriveau, K. H. (in press). God, germs, and evolution: Belief in unobservable religious and scientific entities in the U.S. and China. *Integrative Psychological & Behavioral Science*.

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>

Einav, S., Rydland, V., Grøver, V., Robinson, E., & Harris, P.L. (in press). Children's trust in print: What is the impact of late exposure to reading instruction? *Infant and Child*

Development.

- Kory Westlund, J.M., Dickens, L., Jeonga, S., Harris, P.L., DeSteno, D, & Breazeal, C.L. (in press). Children use non-verbal cues to learn new words from robots as well as people. *International Journal of Child-Computer Interaction*.
- Harris, P.L. & Tang, Y. (in press). Peering into the opaque mind. *European Journal of Developmental Psychology*.
- Chernyak, N., Harris, P.L. & Cordes, S. (in press). Explaining early moral hypocrisy: Numerical cognition promotes equal sharing behavior in preschool-aged children. *Developmental Science*.
- Harris, P.L. (in press). Infants want input. To appear in V. Grover, P. Uccelli, M.L. Rowe, & E. Lieven (Eds.). *Learning through language: Towards an educationally informed theory of language learning*. Cambridge, U.K.: Cambridge University Press.
- Harris, P.L. (in press). 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*. Cambridge: Cambridge University Press.
- Bascandziev, I. & Harris, P.L. (in press). Can children benefit from thought experiments? In A. Levy & P. Godfrey-Smith (Eds.). *The Scientific Imagination: Philosophical and Psychological Perspectives*. New York: Oxford University Press.
- 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., Zou, H., & Xu, Q. (in press). The impact of emotional expressions on children's trust judgments. *Cognition and Emotion*.
- Tang, Y., Harris, P. L., Pons, F., Zou, H., Zhang, W. & Xu, Q. (in press). The understanding of emotion among young Chinese children. *International Journal of Behavioral Development*.
- Ronfard, S. & Harris, P.L. (in press). Children's decision to transmit information is guided by their evaluation of the nature of that information. *Review of Philosophy and Psychology*.
- 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., 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. (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.
- Bascandziew, 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
- Bascandziew, 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.
- Corriveau, K. H., Kipling, R., Ronfard, S., Biarnes, M. C., Jeye, B. M., & Harris, P. L. (2015). Living Laboratory® - A mutual professional development model for museum-based research partnerships. In D. Sobel & J. Jipson (Eds.), *Relating research and practice: Cognitive development in museum settings*. New York: Psychology Press.
- Morgan, T.J.H. & Harris, P.L. (2015). James Mark Baldwin and contemporary theories of culture and evolution. *European Journal of Developmental Psychology*, *12*, 666-678.
- Ronfard, S., Was, A. & Harris, P.L. (2015). Children teach methods they could not discover for themselves. *Journal of Experimental Child Psychology*, *142*, 107-117.
- Harris, P.L. (2015). What children learn from questioning. *Educational Leadership*, *73*, 24-29.
- Bender, P. K., Pons, F., Harris, P.L., Esbjørn, B. H., & Reinholdt-Dunne, M.L. (2015). Emotion understanding in clinically anxious children: A preliminary investigation. *Frontiers in Psychology*, *6*.
- Bernard, S., Harris, P.L., Terrier, N. & Clément, F. (2015). Children weigh the number of informants and perceptual uncertainty when identifying objects. *Journal of Experimental Child Psychology*, *136*, 70-81.
- Ronfard, S. & Harris, P.L. (2015). The active role played by human learners is key to understanding the efficacy of teaching in humans. *Behavioral and Brain Sciences*, *38*, 43-44.
- Rakoczy, H., Ehrling, C., Harris, P.L., & Schultze, T. (2015). Young children heed advice selectively. *Journal of Experimental Child Psychology*, *138*, 71-87.
- Morgan, T. J. H., Laland, K. N., & Harris, P. L. (2015). The development of adaptive conformity in young children: Effects of uncertainty and consensus. *Developmental Science*, *18*, 511-524.
- Harris, P. L. (2015). Children make good anthropologists. *Social Anthropology*, *23*, 211-212.

- Lane, J. D. & Harris, P. L. (2015). The role of intuition and informants' expertise in children's epistemic trust. *Child Development, 86*, 919-926.
- Harris, P. L. (2015). Les enfants, croient-ils tout ce qu'on leur dit? *L'Essentiel: Cerveau & Psycho, 20*, 8-13.
- Corriveau, K. H., & Harris, P.L. (2015). Children's developing realization that some stories are true: Links to the understanding of beliefs and signs. *Cognitive Development, 34*, 76-87.
- Corriveau, K.H., Chen, E.E. & Harris, P.L. (2015). Judgments about fact and fiction by children from religious and non-religious backgrounds. *Cognitive Science, 39*, 353-382.
- Bunce, L. & Harris, P.L. (2014). Is it real? The development of judgments about authenticity and ontological status. *Cognitive Development, 32*, 110-119.
- Kim, S. & Harris, P.L. (2014). Selecting among extraordinary informants. *British Journal of Developmental Psychology, 32*, 394-396.
- Kim, S., Harris, P.L., & Warneken, F. (2014). Is it Okay to Tell? Children's judgments about information disclosure. *British Journal of Developmental Psychology, 32*, 291-304.
- Gaither, S., E., Chen, E.E., Corriveau, K.H., Harris, P.L., Ambady, N., & Sommers, S.R. (2014). Monoracial and biracial children: Effects of racial identity saliency on social learning and social preferences. *Child Development, 85*, 2299-2316.
- Pons, F., de Rosnay, M., Bender, P., Doudin, P-A, Harris, P.L., & Giménez-Dasi, M. (2014). The impact of abuse and learning difficulties on emotion understanding in late childhood and early adolescence. *Journal of Genetic Psychology, 175*, 301-317.
- Clément, F., Harris, P.L., Bernard, S., Antonietti, J-P., & Kaufmann, L. (2014). Rousseau's child: preschoolers expect strangers to favor prosocial actions. *Swiss Journal of Psychology, 75*, 105-110.
- Kim, S. & Harris, P.L. (2014). Belief in magic predicts children's selective trust in informants. *Journal of Cognition and Development, 15*, 81-196.
- Corriveau, K.H., Einav, S., Robinson, E.J., & Harris, P.L. (2014). To the letter: Early readers trust print-based over oral instructions to guide their actions. *British Journal of Developmental Psychology, 32*, 345-358.
- Harris, P.L. & Lane, J.D. (2014). Infants understand how testimony works. *Topoi: An International Review of Philosophy, 33*, 443-458.

- Harris, P.L. (2014). Un poisson, vit-t-il dans un arbre ? *L'Essentiel : Cerveau & Psycho*, 19, 46-51.
- Kim, S. & Harris, P.L. (2014). Children prefer to learn from mind-readers. *British Journal of Developmental Psychology*, 32, 375-387.
- Lane, J. D. & Harris, P.L. (2014). Confronting, representing and believing counterintuitive concepts: Navigating the natural and the supernatural. *Perspectives on Psychological Science*, 9, 144-160.
- Harris, P.L. & Corriveau, K. H. (2014). Learning from testimony about religion and science. In: E. Robinson & S. Einav (Eds). *Trust and skepticism: Children's selective learning from testimony*. Hove, East Sussex, UK: Psychology Press.
- Harris, P.L., de Rosnay, M. & Ronfard, S. (2014). The mysterious emotional life of Little Red Riding Hood. In. K. H. Lagattuta (Ed.) *New Insights into Developmental Affective Science*. Basel, Switzerland: Karger.
- Lane, J. D., Harris, P.L., Gelman, S.A. & Wellman, H.M. (2014). More than meets the eye: Young children's trust in claims that defy their perception. *Developmental Psychology*, 50, 865-871.
- Fusaro, M. Vallotton, C.D. & Harris, P.L. (2014). Beside the point: Mothers' head nodding and shaking gestures during parent-child play. *Infant Behavior and Development*, 37, 235-247.
- Bascandziew, I. & Harris, P.L. (2014). In beauty we trust: Children prefer information from more attractive informants. *British Journal of Developmental Psychology*, 32, 94-99.
- Ronfard, S. & Harris, P.L. (2014). When will Little Red Riding Hood become scared? Children's attribution of mental states to a story character. *Developmental Psychology*, 50, 283-292.
- Hoicka, E., Butcher, J., Malla, F., & Harris, P. L. (2013). Preschoolers' trust is sensitive to variable intentions. *Proceedings of the 35th Annual Conference of the Cognitive Science Society*, 591-596.
- Harris, P. L. & Jalloul, M. (2013). Running on empty: Observing causal relationships of play and development. *American Journal of Play*, 6, 29-38.
- Herrmann, P. A., Legare, C. H., Harris, P. L. & Whitehouse, H. (2013). Stick to the script: The effect of witnessing multiple actors on children's imitation. *Cognition*, 129, 536-543.

- Heiphetz, L., Spelke, E. S., Harris, P.L., & Banaji, M. R. (2013). The development of reasoning about beliefs: Fact, preference, and ideology. *Journal of Experimental Social Psychology, 49*, 559-565.
- Jukes, M. C. H., Zuilkowski, S. S., Okello, G. & Harris, P. L. (2013). Healthy skepticism: Do adults trust health information from children in rural Kenya? *International Perspectives in Psychology: Research, Practice, Consultation, 2*, 164-180.
- Harris, P.L. (2013). Fairy tales, history, and religion. In M. Taylor (Ed.). *The Oxford handbook of the development of imagination*. New York: Oxford University Press.
- Corriveau, K.H., Kim, E., Song, G. & Harris, P.L. (2013). Young children's deference to a consensus varies by culture and judgment setting. *Journal of Cognition and Culture, 13*, 367-381.
- Luu, B., de Rosnay, M. & Harris, P.L. (2013). Five-year-olds are willing but four-year-olds refuse to trust informants who offer new and unfamiliar labels for parts of the body. *Journal of Experimental Child Psychology, 116*, 234-246.
- Corriveau, K.H., Kinzler, K. & Harris, P.L. (2013). Accuracy trumps accent in children's endorsement of object labels. *Developmental Psychology, 49*, 470-479.
- Fusaro, M. & Harris, P.L. (2013). Dax gets the nod: Toddlers detect and use social cues to evaluate testimony. *Developmental Psychology, 49*, 514-522.
- Harris, P.L. & Corriveau, K.H. (2013). Respectful deference: Conformity revisited. In M.R. Banaji & S.A. Gelman (Eds.), *Navigating the social world: What infants, children, and other species can teach us*. New York: Oxford University Press.
- Smith, C. E., Blake, P. R., & Harris, P.L. (2013). I should but I won't: Why young children endorse norms of fair sharing but do not follow them. *PLoS One, 8*, (3): e5910. Doi:10.1371/journal.pone.0059510
- Chen, E. E., Corriveau, K.H. & Harris, P.L. (2013). Children trust a consensus composed of outgroup members – but do not retain that trust. *Child Development, 84*, 269-282.
- Ganea, P. A. & Harris, P.L. (2013). Early limits on the verbal updating of an object's location. *Journal of Experimental Child Psychology, 114*, 89-101.
- Harris, P.L., Corriveau, K.H., Pasquini, E.S., Koenig, M., Fusaro, M., & Clément, F. (2012). Credulity and the development of selective trust in early childhood. In M. Beran, J. L. Brandl, J. Perner & J. Proust (Eds.), *Foundations of metacognition*. Oxford: Oxford University Press.

- Fusaro, M., Harris, P.L. & Pan, B. A. (2012). Head nodding and head shaking gestures in children's early communication. *First Language, 32*, 439-458.
- Cole, C.A., Harris, P.L., & Koenig, M. A. (2012). Entitled to trust? Philosophical frameworks and evidence from children. *Analyse & Kritik, 34*, 195-216.
- Blake, P.R., Ganea, P. A. & Harris, P.L. (2012). Possession is not always the law: With age preschoolers increasingly use verbal information to identify who owns what. *Journal of Experimental Child Psychology, 113*, 259-272.
- Harris, P.L. (2012). The child as anthropologist. *Infancia y Aprendizaje, 35*, 269-267, 276-277.
- Pons, F., Harris, P.L. & de Rosnay, M. (2012). Piaget and consciousness: Retrospect and prospect. In E. Martí & C. Rodríguez (Eds.). *After Piaget*. New Brunswick, NJ: Transaction Publishers.
- Legare, C., Evans, E.M., Rosengren, K.S. & Harris, P.L. (2012). The coexistence of natural and supernatural explanations across cultures and development. *Child Development, 83*, 779-793.
- Kim, S., Kalish, C.W. & Harris, P.L. (2012). Speaker reliability guides children's inductive inferences about novel properties. *Cognitive Development, 27*, 114-125.
- Smith, C.E. & Harris, P.L. (2012). He didn't want me to feel sad: Children's reactions to disappointment and apology. *Social Development, 21*, 215-228.
- Fusaro, M., Corriveau, K.H. & Harris, P.L. (2011). The good, the strong, and the accurate: Preschoolers' evaluations of informant attributes. *Journal of Experimental Child Psychology, 110*, 561-74.
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- making simple perceptual judgments. *Developmental Psychology*, 46, 437-445.
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