

## 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**

- |      |  |
|------|--|
| 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*

Galindo, J.H. & Harris, P.L. (in press). Mother knows best? How children weigh their first-hand memories against their mothers' reports. *Cognitive Development*.

Harris, P.L. (in press). Tell, ask, repair: Early responding to discordant reality. *Motivation Science*.

Ronfard, S. Lane, J.D. Wang, M. & Harris, P.L. (in press). The impact of counter-perceptual testimony on children's categorization after a delay. *Journal of Experimental Child Psychology*.

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*.

- 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., Koenig, M. A., Corriveau, K. H., & Jaswal, V.K. (in press). Cognitive foundations of learning from testimony. *Annual Review of Psychology*.
- 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. (in press). Emotion, imagination and the world's furniture. *European Journal of Developmental Psychology*.
- Lucas, A.J., Burdett, E. R. R., Burgess V., Wood, L., McGuigan, N., Harris, P. L. & Whiten, A. (in press). The development of selective copying: Children's learning from an expert versus their mother. *Child Development*.
- 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.
- 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* (4<sup>th</sup> 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.
- Legare, C. H. & Harris, P.L. (2016). The ontogeny of cultural learning. *Child Development, 87*, 633-42.
- 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.

- 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.
- Chen, E. E., Corriveau, K.H. & Harris, P.L. (2011). Children are sociologists. *Anales de Psicología*, *27*, 625-630.
- Harris, P.L. (2011). Conflicting thoughts about death. *Human Development*, *54*, 160-168.
- Blake, P. R. & Harris, P.L. (2011). Early representations of ownership. In H. Ross & O. Friedman (Eds.), *Origins of ownership of property*. *New Directions for Child and Adolescent Development*, *132*, 39-51.
- Bender, P.K., Pons, F., Harris, P.L. & de Rosnay, M. (2011). Do young children misunderstand their own emotions? *European Journal of Developmental Psychology*, *8*, 331-348.
- Harris, P.L. (2011). Death in Spain, Madagascar, and beyond. In V. Talwar, P.L. Harris & M. Schleifer, (Eds.), *Children's understanding of death*. New York: Cambridge University Press.

- Harris, P.L. & Jalloul, M. (2011). Penser à ce qui n'est pas plausible. *Approche Neuropsychologique des Apprentissages chez l'enfant (A.N.A.E.)*, 112/113, 131-136.
- Bascandzief, I. & Harris, P.L. (2011). Gravity is not the only ruler for falling events: Young children do not commit the gravity error if given rich perceptual information about the tubes mechanism. *Journal of Experimental Child Psychology*, 109, 468-477
- Harris, P.L. & Corriveau, K.H. (2011). Young children's selective trust in informants. *Proceedings of the Royal Society B*, 366, 1179-1190.
- Kinzler, K. D., Corriveau, K.H. & Harris, P.L. (2011). Children's selective trust in native-accented speakers. *Developmental Science*, 14, 106-111.
- Corriveau, K.H., Pickard, K. & Harris, P.L. (2011). Preschoolers trust particular informants when learning new names and new morphological forms. *British Journal of Developmental Psychology*, 29, 46-63.
- Corriveau, K.H. & Harris, P.L. (2011). Young children's trust in what other people say. In K.J. Rotenberg (Ed.) *Interpersonal trust during childhood and adolescence*. New York, NY: Cambridge University press.
- Bascandzief, I. & Harris, P.L. (2010). The role of testimony in young children's solution of a gravity-driven invisible displacement task. *Cognitive Development*, 25, 233-246.
- Ganea, P.A. & Harris, P.L. (2010). Not doing what you are told: Early perseverative errors in updating mental representations via language. *Child Development*, 81, 457-463.
- Harris, P.L. (2010). Les jeunes enfants choisissent leurs informateurs. *Enfance*, 62, 301-317.
- Sprung, M. & Harris, P.L. (2010). Intrusive thoughts and young children's knowledge about thinking following a natural disaster. *Journal of Child Psychology and Psychiatry*, 51, 1115-1124.
- Smith, C. E., Chen, D., Harris, P.L. (2010). When the happy victimizer says sorry: Children's understanding of apology and emotion. *British Journal of Developmental Psychology*, 28, 727-746.
- Hussar, K.M. & Harris, P.L. (2010). Children who choose not to eat meat: A demonstration of early moral decision-making. *Social Development*, 19, 627-641
- Corriveau, K.H. & Harris, P.L. (2010). Preschoolers (sometimes) defer to the majority in

- making simple perceptual judgments. *Developmental Psychology*, 46, 437-445.
- Guerrero, S., Enesco, I. & Harris, P.L. (2010). Oxygen and the soul: Children's conception of invisible entities. *Journal of Cognition and Culture*, 10, 123-151.
- Corriveau, K. H., Kim, A. L., Schwalen, C., & Harris, P.L. (2009). Abraham Lincoln and Harry Potter: Children's differentiation between historical and fantasy characters. *Cognition*, 112, 213-225.
- Blake, P. R. & Harris, P.L. (2009). Children's understanding of ownership transfers. *Cognitive Development*, 24, 133-145.
- Corriveau, K. H., Harris, P. L., Meins, E., Fernyhough, C., Arnott, B., Elliott, L., & de Rosnay, M. (2009). Young children's trust in their mother's claims: Longitudinal links with attachment security in infancy. *Child Development*, 80, 750-761.
- Harris, P.L. (2009). Simulation (mostly) rules: A commentary. *British Journal of Developmental Psychology*, 27, 555-559.
- Corriveau, K. H. & Harris, P.L. (2009). Choosing your informant: Weighing familiarity and recent accuracy. *Developmental Science*, 12, 426-437.
- Harris, P.L. (2009). Piaget on causality: The Whig interpretation of cognitive development. *British Journal of Psychology*, 100, 229-232.
- Corriveau, K. H., Fusaro, M., & Harris, P.L. (2009). Going with the flow: Preschoolers prefer non-dissenters as informants. *Psychological Science*, 20, 372-377.
- Corriveau, K. H., Meints, K., & Harris, P.L. (2009). Early tracking of informant accuracy and inaccuracy. *British Journal of Developmental Psychology*, 27, 331-342.
- Corriveau, K. H. & Harris, P.L. (2009). Preschoolers continue to trust a more accurate informant 1 week after exposure to accuracy information. *Developmental Science*, 12, 188-193.
- De Rosnay, M. & Harris, P.L. & Pons, F. (2009). Emotion understanding and developmental psychopathology in young children. In C. Sharp, P. Fonagy & I Goodyer (Eds.) *Social Cognition and Developmental Psychopathology*. Oxford: Oxford University Press, pp 443-386.
- Koenig, M. & Harris, P.L. (2008). The basis of epistemic trust: Reliable testimony or reliable sources? *Episteme*, 264-284.

- Harris, P.L. (2008). Children's understanding emotion. In M. Lewis & J. Haviland-Jones & L. Feldman Barrett (Eds.), *The handbook of emotions*. 3<sup>rd</sup> edition (pp. 320-331). New York: Guilford Press.
- Harris, P.L. & Richert, R. (2008). William James, the world of sense and trust in testimony. *Mind and Language*, 23, 536-551.
- Meints, K., Plunkett, K. & Harris, P.L. (2008). Eating apples and houseplants: Typicality constraints on early verb learning. *Language and Cognitive Processes*, 23, 434-463.
- Fusaro, M. & Harris, P.L. (2008). Children assess informant reliability using bystanders' non-verbal Cues. *Developmental Science*, 11, 781-787.
- Richert, R. & Harris, P.L. (2008). Dualism revisited: Body vs. Mind vs. Soul. *Journal of Cognition and Culture*, 8, 99-115.
- Harris, P.L., Abarbanell, L., Pasquini, E.S. & Duke, S. (2008). Imagination and testimony in the child's construction of reality. *Intellectica*, 46-47, 69-84.
- Astuti, R. & Harris, P.L. (2008). Understanding mortality and the life of the ancestors in Madagascar. *Cognitive Science*, 32, 713-740.
- Pasquini, E.S., Corriveau, K., Koenig, M., & Harris, P.L. (2007). Preschoolers monitor the relative accuracy of informants. *Developmental Psychology*, 43, 1216-1226.
- Harris, P.L. (2007). Time for questions. *Monographs of the Society for Research in Child Development*, 72, 113-120.
- Harris, P.L. & Koenig, M. (2007). Imagination and testimony in cognitive development: The cautious disciple. In I. Roth (Ed.). *Imaginative Minds*. Oxford: Oxford University Press.
- Harris, P.L. (2007). Trust. *Developmental Science*, 10, 135-138.
- Harris, P.L. (2007). Hard work for the imagination. In A. Göncü & S. Gaskins (Eds.). *Play and Development: Evolutionary, Sociocultural and Functional Perspectives*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Pons, F., de Rosnay, M. Doudin, P-A., Harris, P.L. & De Stasio, S. (2007). Comprensione sociale ed emotiva nei bambini. In M. Pinelli & C. Trubini (Eds.). *Metcognizione, Emozioni e Teoria della Mente*. Parma, Italy: Uni.Nova.

- Harris, P. L. & Astuti, R. (2006). Learning that there is life after death. *Behavioral and Brain Sciences*, 29, 475-476.
- Richert, R. A., & Harris, P. L. (2006). The ghost in my body: Children's developing concept of the soul. *Journal of Cognition and Culture*, 6, 409-427.
- Harris, P. L. & Duke, S. (2006). Understanding the flow of thoughts and feelings. In M. Schleifer, C. Martiny (Eds.). *Talking to children about responsibility and control of emotions*. Calgary, AB, Canada: Detselig Enterprises, pp. 95-117.
- Harris, P.L. (2006). Social cognition. In W. Damon, R. Lerner, D. Kuhn & R. Siegler (Eds.). *Handbook of Child Psychology*, Volume 2: Cognition, Perception and Language, 6<sup>th</sup> edition, pp. 811-858. New York: John Wiley.
- Harris, P.L. (2006). Commentary: Use your words. *British Journal of Developmental Psychology*, 24, 253-261.
- Harris, P.L. & Koenig, M. (2006). Trust in testimony: How children learn about science and religion. *Child Development*, 77, 505-524.
- Pons, F., Doudin, P.-A., Harris, P.L., & de Rosnay, M. (2006). Helping children to improve their emotion comprehension. In F. Pons, D. Hancock, L. Lafortune & P.-A. Doudin (Eds.), *Emotions in learning*. Aalborg: Aalborg University Press.
- Harris, P.L., Pasquini, E.S., Duke, S., Asscher, J.J. & Pons, F. (2006). Germs and angels: The role of testimony in young children's ontology. *Developmental Science*, 9, 76-96.
- Pons, F. de Rosnay, M., Doudin, P-A, Harris, P.L. & Cuisinier, F. (2006). Emotion understanding as a reflective emotional competence: Between experiences and symbols. In F. Pons, M-F. Daniel, L. Lafortune, P-A. Doudin & O. Albanese (2006). *Toward Emotional Competences*. Aalborg: Aalborg University Press.
- Pons, F., Harris, P.L. & de Rosnay, M. (2006). Betydningen af barnets sprog og familiens samtaleaktiviteter for barnets Theory of Mind. In C. Jantzen & T. Thellefsen (Eds.) . *Videnskabelig BegrebsdannelseU*. Aalborg: Aalborg University Press.
- Harris, P.L. (2006). It's probably good to talk. *Merrill-Palmer Quarterly*, 52, 158-164.
- Koenig, M. & Harris, P.L. (2005). The role of social cognition in early trust. *Trends in Cognitive Sciences*, 9, 457-459.

- Pons, F. & Harris, P.L. (2005). Longitudinal change and longitudinal stability of individual differences in children's emotion understanding. *Cognition and Emotion*, *19*, 1158-1174.
- Houston-Price, C., Plunkett, K. & Harris, P.L. (2005). 'Word learning wizardry' at 1;6. *Journal of Child Language*, *32*, 175-189
- Koenig, M. & Harris, P.L. (2005). Preschoolers mistrust ignorant and inaccurate speakers. *Child Development*, *76*, 1261-1277.
- Giménez-Dasí, M, Guerrero, S. & Harris, P.L. (2005). Intimations of immortality and omniscience in early childhood. *European Journal of Developmental Psychology*, *2*, 285-297.
- Corriveau, K., Pasquini, E.S., & Harris, P.L. (2005). "If it's in your mind, it's in your knowledge": Children's developing anatomy of identity. *Cognitive Development*, *20*, 321-340.
- Dias, M., Roazzi, A. & Harris, P.L. (2005). Reasoning from unfamiliar premises: A study with unschooled adults. *Psychological Science*, *16*, 550-554.
- Dias, M.G., Roazzi, A., O'Brien, P. & Harris, P.L. (2005). Logical reasoning and fantasy contexts: Eliminating differences between children with and without experience in school. *Interamerican Journal of Psychology*, *39*, 13-22.
- Harris, P.L. & Giménez, M. (2005). Children's acceptance of conflicting testimony: The case of death. *Journal of Cognition and Culture*, *5*, 143-164.
- Harris, P.L., de Rosnay, M. & Pons, F. (2005). Language and children's understanding of mental states. *Current Directions in Psychological Science*, *14*, 69-73.
- Pons, F., Doudin, P.-A., Harris, P.L., & de Rosnay (2005). La compréhension des émotions (Understanding emotions). In L. Lafortune, M.-F. Daniel, P.-A. Doudin, F. Pons & O. Albanese (Eds.), *Pédagogie et psychologie des émotions*, pp. 183-206. Sainte-Foy: Presses de l'Université du Québec.
- Harris, P.L. & Want, S. (2005). On learning what not to do: The emergence of selective imitation in tool use by young children. In S. Hurley & N. Chater (Eds.) *Perspectives on Imitation: From Cognitive Neuroscience to Social Science*, Volume 2, pp. 149-162.



Cambridge, MA: MIT Press.

Harris, P.L. (2005). Grasping action. In S. Hurley & N. Chater (Eds.) *Perspectives on Imitation: From Cognitive Neuroscience to Social Science, Volume 2*, pp 173-178. Cambridge, MA: MIT Press.

Harris, P.L. (2005). Conversation, pretence, and theory of mind. In J.W. Astington and J. Baird (Eds.). *Why language matters for theory of mind*. New York: Oxford University Press.

Pons, F., Harris, P.L. & de Rosnay, M. (2004). Emotion comprehension between 3 and 11 years: Developmental periods and hierarchical organization. *European Journal of Developmental Psychology, 1*, 127-152.

Meints, K., Plunkett, K., Harris, P.L. & Dimmock, D. (2004). The cow on the high street: effects of background context on early naming. *Cognitive Development, 19*, 275-290.

Koenig, M., Clément, F. & Harris, P.L. (2004). Trust in Testimony: Children's use of true and false statements. *Psychological Science, 10*, 694-698.

Clément, F., Koenig, M., & Harris, P.L. (2004). The ontogenesis of trust in testimony. *Mind and Language, 19*, 360-379.

Tenenbaum, H. R., Visscher, P., Pons, F. & Harris, P.L. (2004). Emotional understanding in Quechua children from an agro-pastoralist village. *International Journal of Behavioural Development, 28*, 471-478.

De Rosnay, M., Pons, F., Harris, P.L., & Morrell, J.M.B. (2004). A lag between understanding false belief and emotion attribution in young children: relationships with linguistic ability and mothers' mental state language. *British Journal of Developmental Psychology, 22*, 197-218.

Pons, F., Doudin, P.-A., Martin, D., Lafortune, L., & Harris, P.L. (2004). Psychogenèse de la conscience et pensée réflexive. In R. Pallascio, M.-F. Daniel & L. Lafortune (Eds.), *Pensée et réflexivité*, pp. 13-36. Sainte-Foy: Presses de l'Université du Québec.

Pons, F., Doudin, P.-A., & Harris, P.L. (2004). La compréhension des émotions: développement, différences individuelles, causes et interventions (Understanding emotion: development, individual differences, causes and interventions). In L. Lafortune, P.-A. Doudin, F. Pons & D. R. Hancock (Eds.), *Les émotions à l'école* (pp. 6-31). Sainte-Foy: Presses de l'Université du Québec.

Harris, P.L. (2004). Pretending to be someone else. In L.A. Leavitt & D.M.B. Hall (Eds.), *Social*

- and moral development: Emerging evidence on the toddler years*, pp. 185-199. Johnson & Johnson Pediatric Institute.
- Pons, F., Lawson, J. Harris, P.L. & de Rosnay, M. (2003). Individual differences in children's emotion understanding: Effects of age and language. *Scandinavian Journal of Psychology*, 44, 347-353.
- Harris, P.L. (2003). Les dieux, les ancêtres et les enfants (Gods, ancestors and children). *Terrain*, 40, 81-98.
- Harris, P.L. & Pons, F. (2003). Perspectives actuelles sur le développement de la compréhension des émotions chez l'enfant. (Contemporary perspectives on the development of children's understanding of emotion). In J-M Colletta & A. Tcherkassof (Eds.) *Les émotions: Cognition, Langage et développement*, pp. 209-228. Sprimont: Pierre Mardaga.
- Pons, F., Harris, P.L., & Doudin, P-A. (2002). Teaching emotion understanding. *European Journal of Psychology of Education*, 17, 293-304.
- Pons, F., Doudin, P.-A., Harris, P.L., & de Rosnay, M. (2002). Métaémotion et intégration scolaire. In L. Lafortune & P. Mongeau (Eds.), *L'affectivité dans l'apprentissage* (pp. 7-28). Sainte-Foy: Presses de l'Université du Québec.
- Harris, P.L. (2002). Checking our sources: the origins of trust in testimony. *Studies in the History and Philosophy of Science*, 33, 315-333.
- Harris, P.L. (2002). Penser à ce qui aurait pu se produire. (Thinking about what could have happened). *Enfance*, 54, 223-239.
- Harris, P.L. (2002). What do children learn from testimony? In P. Carruthers, S. P. Stich & M. Siegal (Eds.). *The cognitive basis of science*, (pp. 316-334). Cambridge: Cambridge University Press.
- Giménez, M. & Harris, P.L. (2002). Understanding constraints on inheritance: Evidence for biological thinking in early childhood. *British Journal of Developmental Psychology*, 20, 307-324.
- De Rosnay, M. & Harris, P.L. (2002). Individual differences in children's understanding of emotion: The role of attachment. *Attachment and Human Development*, 4, 39-54.
- Harris, P.L. (2002). Delving into Uncle Albert's cabinet: further thoughts on the pretence-relaity distinction. *Developmental Science*, 419-421.

- Want, S.C. & Harris, P.L. (2002). Compounding some problems and dissolving others. *Developmental Science*, 5, 39-41.
- Want, S.C. & Harris, P.L. (2002). How do children ape? Applying concepts from the study of non-human primates to the developmental study of 'imitation' in children. *Developmental Science*, 5, 1-13.
- Meints, K, Plunkett, K., Harris, P.L. & Dimmock, D. (2002). What is 'on' and 'under' for 15-, 18- and 24-month-olds? Typicality effects in early comprehension of spatial prepositions. *British Journal of Developmental Psychology*, 20, 113-130.
- Harris, P.L., Núñez, M. & Brett, C. (2001). Let's swap: Early understanding of social exchange by British and Nepali children. *Memory and Cognition*, 29, 757-764.
- Pons, F. & Harris, P.L. (2001). Piaget's conception of the development of consciousness: An examination of two hypotheses. *Human Development*, 44, 220-227.
- Harris, P.L. (2001). Thinking about the unknown. *Trends in Cognitive Sciences*, 5, 494-498.
- Harris, P.L. (2001). The veridicality assumption. *Mind and Language*, 16, 247-262.
- Figueras-Costa, B. & Harris, P.L. (2001). Theory of mind in deaf children: A non-verbal test of false belief understanding. *Journal of Deaf Studies and Deaf Education*, 6:2, 92-102.
- Want, S. C. & Harris, P.L. (2001). Learning from other people's mistakes: Causal understanding in learning to use a tool. *Child Development*, 72, 431-443.
- Pons, F., Harris, P.L. & de Rosnay, M. (2000). La compréhension des émotions chez l'enfant. *Psychoscope*, 9, 30-32.
- Leevers, H. & Harris, P.L. (2000). Counterfactual syllogistic reasoning in normal 4-year-olds, children with learning disabilities, and children with autism. *Journal of Experimental Child Psychology*, 76, 64-87.
- Harris, P. L. (2000). On not falling down to earth: Children's metaphysical questions. In K.S. Rosengren, C. N. Johnson & P.L. Harris (Eds.). *Imagining the impossible: Magical, scientific, and religious thinking in children*. New York: Cambridge University Press.
- Harris, P.L. (2000). Understanding emotion. In M. Lewis & J. Haviland-Jones (Eds.). *Handbook of emotions (2<sup>nd</sup> edition)*. New York: Guilford Press.

- Rall, J. & Harris, P.L. (2000). In Cinderella's slippers? Story comprehension from the protagonist's point-of-view. *Developmental Psychology*, 36, 202-208.
- Harris, P.L. & Leevers, H. (2000). Pretending, imagery and self-awareness in autism. In S. Baron-Cohen, H. Tager-Flusberg & D. Cohen (Eds.), *Understanding other minds: Perspectives from autism and cognitive neuroscience (2<sup>nd</sup> edition)*, pp.182-202. Oxford: Oxford University Press.
- Harris, P.L. (1999). Individual differences in understanding emotion: the role of attachment status and psychological discourse. *Attachment and Human Development*, 1, 307-324.
- Harris, P.L., & Leevers, H.J. (2000). Reasoning from false premises. In P. Mitchell & K. Riggs (Eds.), *Children's reasoning and the mind* (pp. 67-86). Hove, U.K.: Psychology Press.
- Kavanaugh, R.D. & Harris, P.L. (1999). Pretense and counterfactual thought in young children. In L. Balter & C.S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues* (pp. 158-176). Philadelphia: Psychology Press.
- Harris, P.L. (1999). Acquiring the art of conversation: Children's developing conception of their conversation partner. In M. Bennett (Ed.) *Developmental Psychology: Achievements and prospects*. London: Psychology Press.
- Mareschal, D., Harris, P.L. & Plunkett, K. (1999). A computational and neuropsychological account of object-oriented behaviours in infancy. *Developmental Science*, 2, 306-317.
- Meints, K., Plunkett, K. & Harris, P.L. (1999). When does an ostrich become a bird? The role of typicality in early word comprehension. *Developmental Psychology*, 35, 1072-1078.
- Leevers, H. & Harris, P.L. (1999). Persisting effects of instruction on young children's syllogistic reasoning. *Thinking and Reasoning*, 5, 145-173.
- Meerum Terwogt, M., Rieffe, C. Tuijn, A.H., Harris, P.L. & Mant, I. (1999). Children's spontaneous correction of false beliefs in a conversation partner. *International Journal of Behavioural Development*, 23, 113-124.
- Polak, A. & Harris, P.L. (1999). Deception by young children following noncompliance. *Developmental Psychology*, 35, 561-568.
- Schafer, G., Plunkett, K. & Harris, P.L. (1999). What's in a name? Lexical knowledge drives infants' visual preferences in the absence of referential input. *Developmental Science*, 2, 187-194.

- Harris, P.L. (1998). Fictional absorption: emotional responses to make-believe. In S. Bråten (Ed.) *Intersubjective communication and emotion in early ontogeny*, pp. 336-353. Cambridge: Cambridge University Press.
- Harris, P.L. (1998). Mimesis, imagination and role-play. In C. Renfrew and C. Scarre (Eds.) *Cognition and material culture: The archaeology of symbolic storage* Cambridge: McDonald Institute for Archaeological Research.
- Núñez, M. & Harris, P.L. (1998). Psychological and deontic concepts: Separate domains or intimate connection? *Mind and Language*, 13, 153-170.
- Harris, P.L. (1998). Feeling happy, feeling sad: How young children talk about and hide emotion. *Karger Gazette*, No. 62, 1-3
- Leevers, H. & Harris, P.L. (1998). Drawing impossible entities: A measure of the imagination in children with autism, children with learning difficulties, and normal four-year-old children. *Journal of Child Psychology and Psychiatry*, 39, 399-410.
- Mareschal, D., Harris, P.L. & Plunkett, K. (1997). Effects of linear and angular velocity on 2-, 4- and 6-month-olds' visual pursuit behaviors. *Infant Behavior and Development*, 21, 435-448.
- Harris, P.L. (1997). The last of the magicians? Children, scientists and the invocation of hidden causal powers. *Child Development*, 68, 1018-1020.
- Harris, P.L. & Jones, P.H.D. (1997). Commentary on "Talking about feelings" (Aldridge & Wood, 1997). *Child Abuse and Neglect*, 21, 1217-1220.
- Harris, P.L. (1997). A bridge too far: Rationalism and the child's theory of mind. *Polish Quarterly of Developmental Psychology*, 3, 231-233.
- Harris, P.L. (1997). On realizing what might have happened instead. *Polish Quarterly of Developmental Psychology*, 3, 161-176.
- Kavanaugh, R.D., Eizenman, E.R., & Harris, P.L. (1997). Children's understanding of pretense expressions of independent agency. *Developmental Psychology*, 33, 764-770.
- Harris, P.L. (1997). Between strange situations and false beliefs: Working models and theories of mind. In W. Koops, J.B. Hoeksma & D.C. van den Boom (Eds.) *Development of interaction and attachment: traditional and non-traditional approaches*. North Holland: Amsterdam.

- Harris, P.L. & Núñez, M. (1997). Children's understanding of permission and obligation. In L. Smith, J. Dockrell & P. Tomlinson (Eds.) *Piaget, Vygotsky and beyond*. London: Routledge.
- Harris, P.L., Kavanaugh, R.D. & Dowson, L. (1997). The depiction of imaginary transformations: Early comprehension of a symbolic function. *Cognitive Development*, 12, 1-19.
- Harris, P.L. (1997). Piaget in Paris: From 'Autism' to logic. *Human Development*, 40, 109-123.
- Harris, P.L., German, T. & Mills, P. (1996). Children's use of counterfactual thinking in causal reasoning. *Cognition*, 61, 233-259.
- Harris, P.L. & Núñez, M. (1996). Children's understanding of permission rules. *Child Development*, 67, 1572-1591.
- Harris, P.L. (1996). Desires, beliefs and language. In P. Carruthers & P.K. Smith (Eds.), *Theories of theories of mind*. (pp. 200-220). Cambridge: Cambridge University Press.
- Mareschal, D., Plunkett, K., & Harris, P.L. (1995). Developing object permanence: A connectionist model. In J.D. Moore & J.F. Lehman (Eds.). *Proceedings of the Seventeenth Annual Conference of the Cognitive Science Society*. (pp. 170-175). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Harris, P.L. (1995). Commentary. *Human Development*, 38, 235-238.
- Harris, P.L. (1995). Imagining and pretending. In M. Davies & T. Stone (Eds.), *Mental Simulation*. (pp. 170-184). Oxford: Blackwell.
- Harris, P.L. (1995). Children's awareness and lack of awareness of emotion. In D. Cicchetti & S.L. Toth (Eds.), *Rochester symposium on developmental psychopathology. Volume VI: Emotion, cognition, representation*. (pp. 35-57). Rochester, NY: University of Rochester Press.
- Wellman, H.M., Harris, P.L., Banerjee, M. & Sinclair, A. (1995). Early understanding of emotion: Evidence from natural language. *Cognition and Emotion*, 9, 117-149.
- Harris, P.L. (1995). The rise of introspection. *Society for Research in Child Development Monographs*, 60, Serial No. 243, 97-103.
- Lake, N., Lane, S. & Harris, P.L. (1995). The expectation of guilt and resistance to temptation.

*Early Development and Parenting, 4, 63-75.*

Harris, P.L. (1995). Developmental constraints on emotion categories. In J. Russell (Ed.) *Everyday conceptions of emotion*. (pp. 353-372). Dordrecht, Holland: Kluwer.

Harris, P.L. (1995). The child's concept of emotion: An introduction. In J. Russell (Ed.) *Everyday conceptions of emotions*. (pp. 283-287). Dordrecht, Holland: Kluwer.

Izard, C.E. & Harris, P.L. (1995). Emotional development and developmental psychopathology. In D. Cicchetti & D.J. Cohen (Eds.), *Developmental Psychopathology, Volume 1*. (pp.467-503). New York: Wiley.

Kavanaugh, R.D. & Harris, P.L. (1994). Imagining the outcome of pretend transformations: Assessing the competence of normal and autistic children. *Developmental Psychology, 30, 847-854.*

Harris, P.L., Kavanaugh, R.D., & Meredith, M.C. (1994). Young children's comprehension of pretend episodes: The integration of successive actions. *Child Development, 65, 16-30.*

Johnson, C.N. & Harris, P.L. (1994). Magic: Special but not excluded. *British Journal of Developmental Psychology, 12, 35-51.*

Harris, P.L. (1994). Unexpected, impossible and magical events: children's reactions to causal violations. *British Journal of Developmental Psychology, 12, 1-7.*

Harris, P.L. (1994). Understanding pretence. In C. Lewis & P. Mitchell, (Eds.), *The origins of an understanding of mind*. Brighton, Sussex: Lawrence Erlbaum Associates.

Harris, P.L., Lillard, A., & Perner, J. (1994). Triangulating pretence. In C. Lewis & P. Mitchell, (Eds.), *The origins of an understanding of mind*. Brighton, Sussex: Lawrence Erlbaum Associates.

Harris, P.L. (1994). Thinking by children and scientists: False analogies and neglected similarities. In L.A. Hirschfeld & S.A. Gelman (Eds.), *Mapping the mind: Domain specificity in cognition and culture*. (pp. 294-315). New York: Cambridge University Press.

Jarrold, C., Smith, P., Boucher, J., Harris, P.L. (1994). Comprehension of pretense in children with autism. *Journal of Autism & Developmental Disorders, 24, 433-455.*

Harris, P.L. (1994). The child's understanding of emotion: Developmental change and the family environment. *Journal of Child Psychology and Psychiatry, 35, 3-28.*

- Harris, P.L. (1993). Thinking about what is not the case. *International Journal of Psychology*, 28, 693-707.
- Walker-Andrews, A.S. & Harris, P.L. (1993). Young children's comprehension of pretend causal sequences. *Developmental Psychology*, 29, 915-921.
- Meerum Terwogt, M. & Harris, P.L. (1993). Understanding of emotion. In M. Bennett (Ed.), *The child as psychologist*. (pp. 62-86). Hemel Hempstead, U.K.:Harvester Wheatsheaf.
- Harris, P.L. (1993) Pretending and planning. In S. Baron-Cohen, H. Tager-Flusberg, and D. Cohen (Eds.), *Understanding other minds; perspectives from autism*. (pp. 228-246). Oxford University Press.
- Harris, P.L. (1993). First-person current: commentary on Gopnik and Goldman. *Behavioral and Brain Sciences*, 16, 48-49.
- Harris, P.L. & Kavanaugh, R.D. (1993). Young children's understanding of pretense. *Society for Research in Child Development Monographs*. (Serial No. 231).
- Harris, P.L. (1993). Understanding emotion. in M. Lewis & J. Haviland (Eds.), *The handbook of emotions*. (pp. 237-246). New York: Guilford Press.
- Peng, M., Johnson, C., Pollock, J., Glasspool, R. & Harris, P.L. (1992). Training young children to acknowledge mixed emotions. *Development and Psychopathology*, 6, 387-401.
- Harris, P.L. (1992). From simulation to folk psychology: The case for development. *Mind and Language*, 7, 120-144.
- Harris, P.L., Brown, E., Marriott, C. Whittall, S., & Harmer, S. (1991). Monsters, ghosts and witches: testing the limits of the fantasy-reality distinction. *British Journal of Developmental Psychology*, 9, 105-123.
- Avis, J. & Harris, P.L. (1991). Belief-desire reasoning among Baka children: Evidence for a universal conception of mind. *Child Development*, 62, 460-467.
- Harris, P.L. (1991). Commentary on "A life-span approach to object permanence." *Human Development*, 34, 138-142.
- Harris, P.L. (1991). Uneasy union and neglected children: Cultural Psychology and its prospects. *Current Anthropology*, 32, 82-89.



- Reissland, N. & Harris, P.L. (1991). Children's use of display rules in pride-eliciting situations. *British Journal of Developmental Psychology*, 9, 431-435.
- Sodian, B. Taylor, C., Harris, P.L., & Perner, J. (1991). Early deception and the child's theory of mind: False trails and genuine markers. *Child Development*, 62, 468-483.
- Tan, J. & Harris, P.L. (1991). Autistic children understand seeing and wanting. *Development and Psychopathology*, 3, 163-174.
- Harris, P.L. (1991). The work of the imagination. In A. Whiten (Ed.) *Natural theories of mind*. Oxford: Blackwell.
- Dias, M. & Harris, P.L. (1990). The influence of the imagination on reasoning by young children. *British Journal of Developmental Psychology*, 8, 305-318.
- Harris, P.L. (1990). Het kind as "mentalist". Opmvattingen over het emotionele proces bij jonge kinderen. In J. de Wit, N.W. Slot, H.M.P. van Leeuwen en M. Meerum Terwogt (Eds.), *Paedologie in de jaren negentig*. Amersfoort, Holland: Acco.
- Harris, P.L. (1990). The nature of everyday science: A commentary. *British Journal of Developmental Psychology*, 8, 299-303.
- Harris, P.L. (1990). The child's theory of mind and its cultural context. In G. E. Butterworth and P.E. Bryant (Eds.), *The causes of development*. London: Harvester Wheatsheaf.
- Harris, P.L. (1989). Developmental change in children's understanding of mixed and masked emotions. In A. de Ribaupierre (Ed.), *Transition mechanisms in child development*, pp. 191-213. Cambridge: Cambridge University Press.
- Harris, P.L. (1989). The autistic child's impaired conception of mental states. *Development and Psychopathology*, 1, 191-195.
- Harris, P.L., Johnson, C.N., Hutton, D., Andrews, G., & Cooke, T. (1989). Young children's theory of mind and emotion. *Cognition and Emotion*, 3, 379-400.
- Dias, M.G. & Harris, P.L. (1989). O raciocínio das crianças em um contexto de faz-de-conta. *Arquivos Brasileiros de Psicologia*, 41, 102-113.
- Harris, P.L. (1989). Object permanence in infancy. In A Slater and G. Bremner (Eds.), *Infant development*. Hillsdale, U.S.A.: Lawrence Erlbaum Associates.

- Harris, P.L. & Saarni, C. (1989). Children's understanding of emotion: an introduction. In C. Saarni & P.L. Harris (Eds.). *Children's understanding of emotion*. New York: Cambridge University Press.
- Harris, P.L. & Lipian, M. (1989). Understanding emotion and experiencing emotion. In C. Saarni & P.L. Harris (Eds.). *Children's understanding of emotion*. New York: Cambridge University Press.
- Dias, M.G. & Harris P.L. (1989). O efeito da brincadeira de "faz-de-conta" no raciocinio dedutivo. *Arquivos Brasileiros de Psicologia*, 41, No. 2, 95-105.
- Harris, P.L. & Gross, D. (1988). Children's understanding of real and apparent emotion. In J. W. Astington, P.L. Harris & D.R. Olson (Eds.). *Developing theories of mind*. New York: Cambridge University Press.
- Dias, M.G. & Harris, P.L. (1988). The effect of make-believe on deductive reasoning. *British Journal of Developmental Psychology*, 6, 207-221.
- Gross, D. & Harris, P.L. (1988). False beliefs about emotion. *International Journal of Behavioral Development*. 11, 475-488.
- Gardner, D., Harris, P.L., Ohmoto, M. & Hamazaki, T. (1988). Understanding of the distinction between real and apparent emotion by Japanese children. *International Journal of Behavioral Development*, 11, 203-218.
- Olson, D.R., Astington, J.W. & Harris, P.L. (1988). Developing theories of mind: Introduction. In J.W. Astington, P.L. Harris & D.R. Olson (Eds.) *Developing theories of mind*. New York: Cambridge University Press.
- Waller, G. & Harris, P.L. (1988) Who's going where? Children's route descriptions for peers and younger children. *British Journal of Developmental Psychology*, 6, 137-143.
- Harris, P.L. (1987). The development of search. In P. Salapatek & L.B. Cohen (Eds.) *Handbook of infant perception*. Vol.2, Academic Press, New York.
- Harris, P.L., Olthof, T., Meerum Terwogt, M. & Hardman, C.E. (1987). Children's knowledge of the situations that provoke emotion. *International Journal of Behavioral Development*, 10, 319-343.
- Harris, P.L. (1987). Bringing order to the A-not-B error. *Monographs of the Society for Research in Child Development*, 51, (214), 52-61.

- Meerum Terwogt, M., Schene, J., & Harris, P.L. (1986). Self-control of emotional reactions by young children. *Journal of Child Psychology and Psychiatry*, 27, 357-366.
- Harris, P.L., Donnelly, K., Guz, G.R. & Pitt-Watson, R. (1986). Children's understanding of the distinction between real and apparent emotion. *Child Development*. 57, 895-909.
- Harris, P.L., Morris, J.E. & Meerum Terwogt, M. (1986). The early acquisition of spatial adjectives: A cross-linguistic study. *Journal of Child Language*, 13, 335-352.
- Lipian, M. & Harris, P.L. (1986). Thoughts about feelings: the child's developing conception of emotion. In J.A. Macfarlane (ed.), *Progress in child health*, Vol. 2, 118-132. Churchill Livingstone, London.
- Harris, P.L. (1985). The origin of search and number skills. In H. Wellman (Ed.) *The development of search ability*. L.E.A., Hillsdale, New Jersey.
- Harris, P.L. (1985). What children know about the situations that provoke emotion. In M. Lewis & C. Saarni (Eds.) *The socialization of affect*, Plenum Press.
- Harris, P.L. & Folch, L. (1985). Decrement in the understanding of *big* among English- and Spanish-speaking children. *Journal of Child Language*, 12, 685-690.
- Harris, P.L., Guz, G.R., Lipian, M.S. and Man-Shu, Z. (1985). Insight into the time course of emotion among Western and Chinese children. *Child Development*, 56, 972-988.
- Mapstone, E.R. & Harris, P.L. (1985). Is the English present progressive unique? *Journal of Child Language*, 12, 433-441.
- Harris, P.L. (1984). Commentary: Landmarks and movement. In C. Sophian (ed.), *The origins of cognitive skills: 18th annual Carnegie symposium on cognition*, pp. 113-128. L.E.A., Hillsdale, New Jersey.
- Taylor, D.A. & Harris, P.L. (1984). Knowledge of strategies for the expression of emotion among normal and maladjusted boys. *Journal of Child Psychology and Psychiatry*, 24, 141-145.
- Harris, P.L. (1983). Infant cognition. In J.J. Campos & M.M. Haith (Eds.) *Handbook of child psychology*, Vol. II: *Infancy and developmental psychobiology* (General Editor P. Mussen). Wiley, New York.
- Harris, P.L. (1983). The child as psychologist. In M. Donaldson, R. Grieve & C. Pratt, *Early childhood development and education*. Blackwell, Oxford.

- Harris, P.L. (1983). Children's understanding of the link between situation and emotion. *Journal of Experimental Child Psychology*, 36, 490-509.
- Taylor, D.A. & Harris, P.L. (1983). Knowledge of the link between emotion and memory among normal and maladjusted boys. *Developmental Psychology*, 19, 832-838.
- Harris, P.L. (1982) Cognitive prerequisites to language? *British Journal of Psychology*, 73, 187-195.
- Harris, P.L. & Olthof, T. (1982). The child's concept of emotion. In G. Butterworth & P. Light (Eds.) *Social cognition*. Harvester Press, Brighton, Sussex.
- Jones, C.J. & Harris, P.L. (1982). Insight into the law of large numbers: A comparison of Piagetian and Judgement theory. *Quarterly Journal of Experimental Psychology*, 34A, 479-488.
- Harris, P.L., Olthof, T. & Meerum Terwogt, M. (1981). Children's knowledge of emotion. *Journal of Child Psychology and Psychiatry*, 22, 247-261.
- Harris, P.L., Kruithof, A., Meerum Terwogt, M. & Visser, T. (1981) Children's detection and awareness of textual anomaly. *Journal of Experimental Child Psychology*, 31, 212-230.
- Harris, P.L. (1981) Experimenting with children's language: A commentary. *British Journal of Psychology*, 72, 223-224.
- Harris, P.L. (1980). How children learn to think and feel. *New Society*, 51, 31st January.
- Harris, P.L. & Hampson, S. (1980). Processing information within implicit personality theory. *British Journal of Social and Clinical Psychology*, 19, 235-242.
- Harris, P.L., Mandias, F., Meerum Terwogt, M., & Tjintelaar, J. (1980). The influence of context on story recall and feelings of comprehension. *International Journal of Behavioral Development*, 3, 159-172.
- Harris, P.L. Olthof, T. and Vos, W.H. (1980). Experimentaal Onderzoek met Kinderen (Experimental research with children). In P.L. Harris, J. de Wit & D.J. Bakker. *Methoden van onderzoek en hulpverlening*. Swets & Zeitlinger, Holland.
- van Hekken, S.M.J., Vergeer, M.M. & Harris, P.L. (1980). Ambiguity of reference and listeners'

- reaction in a naturalistic setting. *Journal of Child Language*, 7, 555-563.
- Meerum Terwogt, M., Olthof, T. & Harris, P.L. (1980). Zelfrapportage als bron van psychologische informatie (Self report as a source of psychological information). In P.L. Harris, J. de Wit, & D.J. Bakker, *Methoden van onderzoek en hulpverlening*. Swets & Zeitlinger, Lisse, Netherlands.
- Harris, P.L. (1979). The origins of perception and cognition. In K. Connolly (Ed.) *Psychology survey*, Vol. II. London: George Allen & Unwin.
- Harris, P.L. (1979). Developmental aspects of memory: A review. In M.M. Gruneberg, P.E. Morris & R.N. Sykes (Eds.) *Practical aspects of memory*. Plenum, London.
- Harris, P.L. (1979). Tekstbegrip bij jonge kinderen (Text-comprehension by young children). In J. de Wit, H. Bolle & J.M. van Meel (Eds.) *Psychologen over het kind*, Vol. 6. Wolters-Noordhoff BV, Groningen.
- Harris, P.L. (1979). Ontwikkeling van geheugen (The development of memory). In W. Koops & J.J. van der Werff (Eds.) *Basisboek ontwikkelingspsychologie*. Wolters-Noordhoff BV, Groningen.
- Harris, P.L. (1979). Televisie kijken: een cognitieve proces (Watching television: a cognitive process). In A. Kooyman & S. Piet (Eds.) *Kind en televisie*. AMBO, The Netherlands.
- Harris, P.L. (1979). Ontwikkeling van de perceptie (Development of perception). In W. Koops & J.J. van der Werff (Eds.) *Basisboek ontwikkelingpsychologie*. Wolters- Noordhoff BV, Groningen.
- Harris, P.L. & Heelas, P. (1979). Cognitive processes and collective representations. *European Journal of Sociology*, 20, 211-241.
- Harris, P.L. & Meerum Terwogt, M. (1979). How does memory write a synopsis? In M.M. Gruneberg, P.E. Morris & R.N. Sykes (Eds.) *Practical aspects of memory*. Plenum, London.
- Harris, P.L. (1978). Developmental aspects of memory. In P.E. Morris & M. Gruneberg (Eds.) *Aspects of Memory*. Methuen Press, London.
- Harris, P.L., MacRae, A. & Bassett, E. (1978). Disambiguation by young children. In R. Campbell & P. Smith (Eds.) *Proceedings of the Stirling language conference*. Plenum Press, London.

- Harris, P.L. & Singleton, W.M. (1978). The child's understanding of measurement. In A. Lesgold, J.W. Pellegrino, S.D. Fokkema & R. Glazer (Eds.) *Cognitive psychology and instruction*. Plenum Press, London.
- Hampson, S., Gilmour, R. & Harris, P.L. (1978). Accuracy in self-perception. *British Journal of Social and Clinical Psychology*, 17, 231-235.
- Harris, P.L. (1977). The child's representation of space. In G. Butterworth (Ed.) *The child's representation of the world*. Plenum Press, New York.
- Harris, P.L. (1977). Cognitieve Ontwikkeling (Cognitive Development). *Intermediair*, 3rd June.
- Harris, P.L. & Bassett, E. (1977). Discrimination by young infants of stimuli presented discontinuously. *Perception*, 5, 73-77.
- Harris, P.L., Morris, P.E. & Bassett, E. (1977). Classifying pictures and words. *Memory and Cognition*, 5, 242-246.
- Naeli, H. & Harris, P.L. (1976). Orientation of the diamond and the square. *Perception*, 5, 73-77.
- Harris, P.L. & Bassett, E. (1976). Reconstruction from the mental image. *Journal of Experimental Child Psychology*, 21, 514-523.
- Macfarlane, A., Harris, P.L. & Barnes, I. (1976). Central and peripheral vision in early infancy. *Journal of Experimental Child Psychology*, 21, 532-538.
- Harris, P.L. (1975). Development of search and object permanence during infancy. *Psychological Bulletin*, 82, 332-344.
- Harris, P.L. (1975) Inferences and semantic development. *Journal of Child Language*, 2, 143-152.
- Harris, P.L. (1975). Objects of Attention. *New Behaviour*, 24th July, 136-138.
- Harris, P.L. & Bassett, E. (1975). Transitive inferences by young children. *Developmental Psychology*, 11, 875-876.
- Harris, P.L., Le Tendre, J.B. & Bishop, A. (1975). The child's memory for obliques. *Perception*, 3, 261-265.

- Harris, P.L. (1974). Perseverative search at a visibly empty place by young infants. *Journal of Experimental Child Psychology*, 18, 535-42.
- Harris, P.L., Cassel, T.Z. & Bamborough, P. (1974). Tracking by young infants. *British Journal of Psychology*, 65, 345-348.
- Harris, P.L. & Macfarlane, A. (1974). The growth of the effective visual field from birth to seven weeks. *Journal of Experimental Child Psychology*, 18, 340-348.
- Harris, P.L. (1973). Eye-movements between adjacent stimuli: an age-change in infancy. *British Journal of Psychology*, 64, 345-348.
- Harris, P.L. (1973). Perseverative errors in search by young infants. *Child Development*, 44, 28-33.
- Harris, P.L. (1972). Infants' visual and tactual inspection of objects. *Perception*, 1, 141-146.
- Harris, P.L. (1971). Examination and search in infants. *British Journal of Psychology*, 52, 469-473.