

Emily Foster-Hanson

CURRICULUM VITAE

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EMPLOYMENT

2020 – *present* Postdoctoral Research Associate in Cognitive Science of Values
University Center for Human Values, Department of Psychology
Princeton University
Advisor: Dr. Tania Lombrozo

EDUCATION

- Ph.D. in Psychology (2020), New York University
Cognition and Perception, Developmental Concentration
Dissertation: *Developmental change in reasoning about variability in biological categories*
Advisor: Dr. Marjorie Rhodes
Committee members: Drs. Karen Adolph and Gregory Murphy
Extended committee: Drs. Joshua Knobe and Todd Gureckis
- M.A. in Psychology (2018), New York University
- B.A. in Linguistics (2013), Yale University
Thesis: *The time course of processing novel metonymy*
Advisor: Dr. Maria M. Piñango
Magna cum laude, honors in Linguistics

PUBLICATIONS

Papers in Preparation

- [18] **Foster-Hanson, E.**, Ziska, K., & Rhodes, M. (In prep). Salient features and functional explanations in children's reasoning about variability.
- [17] Benítez, J., **Foster-Hanson, E.**, Brenner, J., & Rhodes, M. (In prep). Parent-child conversations as a window into the development of gender beliefs.
- [16] **Foster-Hanson, E.**, Lewry, C., Lombrozo, T. (In prep). Mothers are for breastfeeding: Functional reasoning about gender categories.

Submitted Papers

- [15] Lei, R.L., **Foster-Hanson, E.**, & Goh, J. (Revision under review). A sociohistorical model of intersectional prototypes.
- [14] Rottman, J., **Foster-Hanson, E.**, & Bellersen, S. (Under review). One strike and you're a lout: Cherished values increase the stringency of moral character attributions.

Peer-reviewed Journal Articles and Book Chapters

- [13] **Foster-Hanson, E.,** & Rhodes, M. (In press). Stereotypes as prototypes in children's gender concepts. *Developmental Science*. Pre-print: <https://psyarxiv.com/nxcxds/>
- [12] **Foster-Hanson, E.,** & Lombrozo, T. (in press). How "is" shapes "ought" for folk-biological concepts. *Cognitive Psychology*. Pre-print: <https://psyarxiv.com/k2sfm/>
- [11] **Foster-Hanson, E.,** Leslie, S.J., & Rhodes, M. (In press). Speaking of kinds: How correcting generic statements can shape children's concepts. *Cognitive Science*. Pre-print: <https://psyarxiv.com/28qf7/>
- [10] Lei, R., Leshin, R., Moty, K., **Foster-Hanson, E.,** & Rhodes, M. (2021). How race and gender shape the development of social prototypes in the United States. *Journal of Experimental Psychology: General*. <https://doi.org/10.1037/xge0001164> Pre-print: <https://psyarxiv.com/28qf7/>
- [9] **Foster-Hanson, E.,** Roberts, S.O., Gelman, S.A., & Rhodes, M. (2021). Categories convey prescriptive information across domains. *Journal of Experimental Child Psychology*, 212, 105231. <https://doi.org/10.1016/j.jecp.2021.105231> Pre-print: <https://psyarxiv.com/b37av/>
- [8] **Foster-Hanson, E.,** & Rhodes, M. (2021). The psychology of natural kind terms. In S.T. Biggs, & H. Geirsson (Eds.) *The Routledge Handbook on Linguistic Reference*. London: Routledge. Pre-print: <https://psyarxiv.com/a7sp4/>
- [7] **Foster-Hanson, E.,** & Rhodes, M. (2020). How origin stories shape children's social reasoning. *Cognitive Development*, 56, 100962. <https://doi.org/10.1016/j.cogdev.2020.100962> Pre-print: <https://psyarxiv.com/tca8z/>
- [6] Rhodes, M., Rizzo, M., **Foster-Hanson, E.,** Moty, K., Leshin, R., Wang, M. M., Benítez, J., & Ocampo, J. D. (2020). Advancing developmental science via unmoderated remote research with children. *Journal of Cognition and Development*, 21 (4), 477-493. <https://doi.org/10.1080/15248372.2020.1797751> Pre-print: <https://psyarxiv.com/gm96d/>
- [5] **Foster-Hanson, E.*,** Moty, K.*, Cardarelli, A., Ocampo, J. D., & Rhodes, M. (2020). Developmental changes in strategies for gathering evidence about biological kinds. *Cognitive Science*, 44 (5), e12837. <https://doi.org/10.1111/cogs.12837> Pre-print: <https://psyarxiv.com/gm96d/> *Co-first authors
- [4] **Foster-Hanson, E.** & Rhodes, M. (2019a). Is the most representative skunk the average or the stinkiest? Developmental changes in representations of biological categories. *Cognitive Psychology*, 110, 1-15. <https://doi.org/10.1016/j.cogpsych.2018.12.004> Pre-print: <https://psyarxiv.com/mch63/>
- [3] **Foster-Hanson, E.,** & Rhodes, M. (2019b). Normative social role concepts in early childhood. *Cognitive Science*, 43 (8). <https://doi.org/10.1111/cogs.12782> Pre-print: <https://psyarxiv.com/c5h89/>

- [2] **Foster-Hanson, E.**, Cimpian, A., Leshin, R., & Rhodes, M. (2018). Asking children to “be helpers” can backfire after setbacks. *Child Development, 91*, 236-248. <https://doi.org/10.1111/cdev.13147>
- [1] Piñango, M. M., Zhang, M., **Foster-Hanson, E.**, Negishi, M., Lacadie, C. and Constable, R. T. (2016). Metonymy as referential dependency: Psycholinguistic and neurolinguistic arguments for a unified linguistic treatment. *Cognitive Science, 41*, 351-378. <https://doi.org/10.1111/cogs.12341>

Peer-reviewed Conference Proceedings Papers

- [4] **Foster-Hanson, E.**, Lombrozo, T. (2022). What are men and mothers for? The causes and consequences of functional reasoning about social categories. *Proceedings of the 44th Annual Conference of the Cognitive Science Society*. <https://escholarship.org/uc/item/4xm7m1s1>
- [3] Rottman, J., **Foster-Hanson, E.**, & Bellersen, S. (2022). One strike and you’re a lout: Perceptions of moral character are fugacious, not tenacious. *Proceedings of the 44th Annual Conference of the Cognitive Science Society*.
- [2] Tessler, M. H., Goodman, N., Danks, D., **Foster-Hanson, E.**, Rhodes, M., & Carlson, G. (2018). Generalizations, from representation to transmission. In C. M. Rau, J. Zhu, & T.T. Rogers (Eds.) *Proceedings of the 40th Annual Conference of the Cognitive Science Society*. Madison, WI: Cognitive Science Society. <https://mindmodeling.org/cogsci2018/papers/0021/index.html>
- [1] **Foster-Hanson, E.**, Leslie, S.J., & Rhodes, M. (2016). How does generic language elicit essentialist beliefs? In A. Papafragou, D. Grodner, D. Mirman, & J.C. Trueswell (Eds.) (2016). *Proceedings of the 38th Annual Conference of the Cognitive Science Society*. Philadelphia, PA: Cognitive Science Society. <https://mindmodeling.org/cogsci2016/papers/0272/index.html>

GRANTS & AWARDS

2022-2023	Primary Investigator, Google unrestricted gift (\$50k) <i>Measuring the efficacy of pedagogical ethics interventions</i>
2018-2020	NIH F31 (NICHD) Ruth L. Kirschstein National Research Service Award <i>Developmental Change and Continuity in Biological Reasoning</i>
2019	Martin Braine Fellowship Award, New York University
2018	SPP Graduate Student Travel Award, New York University
2017	Student Senator’s Council Travel Award, New York University
2016	GSAS Dean’s Student Travel Grant, New York University
2013	Phi Beta Kappa, Yale University
2012	YSER Research Presentation Travel Prize, Yale University
2012	Mellon Senior Research Grant, Yale University

TEACHING

Instructor of Record

Cognition, New York University, Summer 2020 (Remote Instruction)
Cognition, New York University, Summer 2018 (In-person Instruction)

Teaching Assistant

Cognition, New York University, Fall 2017, Instructor: Murphy
Developmental Psychology, Fall 2015, Instructor: Vouloumanos
Introduction to Psychology (Grader), Spring 2020, Fall 2019, Fall 2018

PROFESSIONAL SERVICE

- Reviewer for *Acta Psychologica*, *Behavioral & Brain Sciences*, *Cognition*, *Cognitive Development*, *Cognitive Science*, *Developmental Psychology*, *Journal of Cognition & Development*, *Journal of Experimental Child Psychology*, *Journal of Experimental Psychology: General*, *Journal of Psycholinguistic Research*, *Psychological Review*, and *Review of Philosophy and Psychology*
- Reviewer for meetings of the Cognitive Science Society and the Society of Psychology and Philosophy

SERVICE AND COMMUNITY OUTREACH

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| 2022 | Member of the Equity, Diversity, and Inclusion Committee
University Center for Human Values, Princeton University |
| 2022 | Member of the Diversity, Equity, and Inclusion Committee,
Department of Psychology, Princeton University |
| 2022 | Member of the Inclusive Teaching Committee,
Department of Psychology, Princeton University |
| 2022 | Organizer, Postdoctoral Community Events Committee,
Department of Psychology, Princeton University |
| 2022 | Editor, The Application Statement Feedback Program (ASFP) |
| 2021-2022 | Mentor, Next Gen Psych Scholars Program |
| 2021-2022 | Organizer, brainWAVES Mentorship Group, Princeton University |
| 2021-2022 | Mentor, Women in Cognitive Science |
| 2020 | Moderator, NYU Diversity Virtual Preview Days program |
| 2020 | Panelist, Professional Development Series: Applying for an F31 Grant
NYU School of Global Public Health |
| 2018-2019 | Mentor, GSAS Mentorship Program, NYU |
| 2018 | Presenter (on behalf of NSF), U.S.A. Science & Engineering Festival
Research selected to be showcased as an interactive exhibit for approximately
12,000 visitors over 3 days |
| 2017-2018 | Non-Traditional Student Life Programming Committee, NYU
Organized non-traditional student activities |
| 2016-2020 | American Museum of Natural History
Invited speaker to museum educators about developmental research |

2010-2011 President, Eli Whitney Students' Association, Yale University
Organized non-traditional student inclusion campaign and activities

PROFESSIONAL AFFILIATIONS

- Cognitive Development Society
 - Society for Research in Child Development
 - Cognitive Science Society
 - Society for Philosophy & Psychology
 - Society for Personality & Social Psychology
 - Psychonomic Society
 - Women in Cognitive Science
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CONFERENCE PRESENTATIONS

- [21] **Foster-Hanson, E., & Lombrozo, T. (2022, July).** *What are men and mothers for? The causes and consequences of functional reasoning about social categories.* Talk presented at the meeting of the Society for Cognitive Science Society in Toronto, Canada.
- [20] **Foster-Hanson, E., & Lombrozo, T. (2022, July).** *Beliefs in purpose and the link between gender essentialism and normativity.* Poster presented at the meeting of the Society for Philosophy and Psychology in Milan, Italy.
- [19] **Foster-Hanson, E., & Lombrozo, T. (2021, July).** *The function of function: People use teleological information to predict prevalence.* Poster presented at the meeting of the Cognitive Science Society in Vienna, Austria (virtual).
- [18] **Foster-Hanson, E., & Lombrozo, T. (2021, June).** *The predictive power of function.* Poster presented at the meeting of the Society for Philosophy and Psychology (virtual).
- [17] Rottman, J., **Foster-Hanson, E.,** Bellersen, S., & Kroll, N. (2021, June). *The stringency of moral categorization.* Talk presented at the meeting of the Society for Philosophy and Psychology (virtual).
- [16] **Foster-Hanson, E., & Rhodes, M. (2021, April).** *Idealized gender prototypes across development.* Poster presented at the meeting of the Society for Research in Child Development, Madison, WI (virtual).
- [15] **Foster-Hanson, E.,** Leslie, S. J., & Rhodes, M. (2019, October). *How correcting generic statements about gender limits kind-beliefs.* Poster presented at the meeting of the Cognitive Development Society, Louisville, KY.
- [14] **Foster-Hanson, E.,** Leslie, S. J., & Rhodes, M. (2019, March). Form over content: Generic scope communicates essentialist beliefs. In L. Heiphetz (Chair), *The essence of my group and yours: Using research on essentialism to clarify intergroup processes.* Symposium conducted at the meeting of the Society for Research in Child Development, Baltimore, MD.
- [13] **Foster-Hanson, E.,** Moty, K., Cardarelli, A., Ocampo, J. D., & Rhodes, M. (2019, March). Developmental changes in strategies for learning about biological kinds. In S. Ronfard & D. Kelemen (Chairs), *The Essence of Biological Categories: Factors Influencing Children's Sensitivity to Variability and Change.* Symposium conducted at the meeting of the Society for Research in Child Development, Baltimore, MD.

- [12] **Foster-Hanson, E.**, Rhodes, M., & Leslie, S.J. (2018, July). Speaking of kinds: How generics convey information about category structure. In M.H. Tessler & N. Goodman (Chairs), *Generalizations, from representation to transmission*. Symposium conducted at the meeting of the Cognitive Science Society, Madison, WI.
- [11] **Foster-Hanson, E.**, & Rhodes, M. (2018, July). *Idealized forms in early biological concepts*. Poster presented at the meeting of the Society for Philosophy and Psychology, Ann Arbor, MI.
- [10] **Foster-Hanson, E.**, & Rhodes, M. (2017, October). *Normative beliefs shape representations of animal categories in early childhood*. Poster presented at the meeting of the Cognitive Development Society, Portland, OR.
- [9] Leshin, R. A., **Foster-Hanson, E.**, Cimpian, A., & Rhodes, M. (2017, October). *Asking children to "be helpers" leads to less helping and more negative attitudes following setbacks*. Poster presented at the meeting of the Cognitive Development Society, Portland, Oregon.
- [8] **Foster-Hanson, E.**, & Rhodes, M. (2017, April). *Developmental change in the use of ideals to reason about animal categories*. Poster presented at the meeting of the Society for Research in Child Development, Austin, TX.
- [7] Piñango, M.M., Lai, Y.Y., **Foster-Hanson, E.**, Lacadie, C., Constable, T., & Deo, A. (2016, October). *Neurocognitive properties of for-adverb and the lexicon-context interface*. Poster presented at Mental Lexicon, Ottawa, Canada.
- [6] **Foster-Hanson, E.**, Leslie, S.J., & Rhodes, M. (2016, August). *How does generic language elicit essentialist beliefs?* Talk presented at the meeting of the Cognitive Science Society, Philadelphia, PA.
- [5] **Foster-Hanson, E.**, Leslie, S.J., & Rhodes, M. (2016, August). *Preschoolers' dual character concepts*. Talk presented at the International Conference on Thinking, Providence, RI.
- [4] **Foster-Hanson, E.**, Cimpian, A., & Rhodes, M. (2015, March). *Helping versus being a helper: Linguistic cues and social behavior when encountering setbacks*. Poster presented at the meeting of the Society for Research in Child Development, Philadelphia, PA.
- [3] Piñango, M.M., **Foster-Hanson, E.**, Lacadie, C., & Constable, T. (2012, October). *Meaning composition and the processing architecture: An fMRI study of metonymy*. Talk presented by E. Foster-Hanson at the Experimental Psycholinguistics Conference (ERP), Madrid, Spain.
- [2] Piñango, M.M., **Foster-Hanson, E.**, Lacadie, C., & Constable, T. (2012, October). *Meaning composition and the processing architecture: A study of metonymy*. Poster presented at the Neurobiology of Language Conference (NLC), San Sebastian, Spain.
- [1] Deo, A., Piñango, M.M., Lai, Y.Y., & **Foster-Hanson, E.** (2012, September). *Building multiple events: The cost of context retrieval*. Poster presented at Architectures and Mechanisms for Language Processing Conference (AMLaP), Riva del Garda, Italy.