

Degrees

1975 B.A., Majors in philosophy and psychology, with great distinction, McGill University

1980 D.Phil., Experimental psychology, Oxford University

Scholarships and Prizes

1981-1983 Social Sciences and Humanities Research Council of Canada, Postdoctoral Fellowship

1984-1988: Natural Sciences and Engineering Research Council of Canada, University Research Fellowship

1998: Center for Advanced Studies in the Behavioral Sciences Fellowship

1999: Osher Fellowship

1997, 1999: Finalist for Elinor Maccoby APA Book Prize

Employment

1980-1981: Lecturer, Dept. of Applied Linguistics, Birkbeck College, University of London. Lecturer, Dept. of Design Research, Royal College of Art, London.

1981-1983: Postdoctoral Fellow, Dept. of Applied Psychology, Ontario Institute for Studies in Education.

1982-1983: Lecturer, Dept. of Linguistics, Scarborough College, University of Toronto.

1983-1985: Assistant Professor, Depts. of Psychology and Linguistics, Scarborough College, University of Toronto.

1985-1988: NSERC University Research Fellowship Assistant Professor, Depts. of Psychology and Linguistics, Scarborough College, University of Toronto.

1988-1991: Assistant Professor, Dept. of Psychology, University of California at Berkeley.

1991-1996: Associate Professor, Dept. of Psychology, University of California at Berkeley.

1996 to present: Professor, Dept. of Psychology, University of California at Berkeley.

Grants

1983: Natural Sciences and Engineering Research Council of Canada, Research Grant \$30,000 for three years (direct costs).

1984: Natural Sciences and Engineering Research Council of Canada, Research Grant \$42,000 for three years (direct costs).

1987: Natural Sciences and Engineering Research Council of Canada Research Grant \$67,500 for three years (direct costs) (declined).

1990-1992: National Science Foundation \$52,000

1992-1997: National Science Foundation (DBS9213959) \$224,988.00.

2002-2005: National Science Foundation (DLS0132487) \$357,397.00

2003-2004: McDonnell Foundation \$27,700 .00

Publications

A. Gopnik (1981). The development of non-nominal expressions in 15-21-month-old children. In P. Dale and D. Ingram (Eds.) *Child language: An international perspective*. Baltimore: University Park Press.

A. Gopnik (1981). Review of A. Lock (Ed.) *Action, gesture and symbol*. *Journal of Child Psychology and Psychiatry*, June.

A. Gopnik (1981). Review of M. Bullowa (Ed.) *Before speech*. *Journal of Child Language*, 8, 495-499.

A. Gopnik (1981). Review of D. Shaffer and J. Dunn (Eds.) *The first year of life*. *Journal of Child Language*, 8, 657-663.

A. Gopnik (1981). Review of N. Chomsky, *Rules and representations*. *Linguistics*, 19, 57-169.

A. Gopnik (1982). *Words and plans: Early language and the development of intelligent action*. *Journal of Child Language*, 9, 617-733.

Reprinted in A. Lock (Ed.) (1984). *Language Development*. London: Croom Helm.

A. Gopnik (1983). *Gone and the concept of the object*. In C. Johnson and C. Thew (Eds.) *Proceedings of the second international congress for the study of child language*. Lanham, Maryland: University Press of America.

A. Gopnik (1983). Review of E. Clark, *The ontogenesis of meaning*. *Semiotic Inquiry*, June.

A. Gopnik (1984). *Conceptual and semantic change in scientists and children: Why there are no semantic universals*. *Linguistics*, 20, 163-179.

Also in B. Butterworth and O. Dahl (Eds.) (1984). *Linguistic universals: internal and external explanations*. The Hague: Mouton.

A. Gopnik (1984). *The acquisition of gone and the development of the object concept*. *Journal of Child Language*, 11, 273-292.

A. Gopnik & A.N. Meltzoff (1984). *Semantic and cognitive development in 15-21-month-old children*. *Journal of Child Language*, 11, 495-513.

A. Gopnik (1984). *In search of a theory of learning*. Commentary on B.F. Skinner, *Behaviorism at Sixty*, *Behavioral and Brain Sciences*, 7, 4.

Reprinted in C. Catania (ed.) *The canonical papers of B.F. Skinner*. Cambridge: Cambridge University Press.

A. Gopnik & A.N. Meltzoff (1985). *Words, plans, things and locations: Interactions between semantic and cognitive development in the one-word stage*. In S. Kuczaj and M. Barrett (Eds.) *The development of word meaning*. New York: Springer-Verlag.

A. Gopnik & A.N. Meltzoff (1985). *From people to plans to objects: Changes in the meaning of early words and their relation to cognitive development*. *Journal of Pragmatics*, 9, 495-512.

Reprinted in M. Franklin and S. Barten (Eds.) (1988). *Child language: A book of readings*. Oxford: Oxford University Press.

A. Gopnik (1985). Review of K. Nelson (Ed.) *Children's language*, Vol. 3. *Journal of Child Language*, 12, 691-707.

Alison Gopnik, Ph.D.
Curriculum Vitae

- A. Gopnik & A.N. Meltzoff (1986). Relations between semantic and cognitive development in the one-word stage: The specificity hypothesis. *Child Development*, 57, 1040-1053.
- A. Gopnik (1986). Review of M. Anisfeld, Language development from birth to three. *Child Language Teaching and Therapy*, 2, 2
- A. Gopnik (1986). Review of J. Haugeland, Artificial intelligence. *Canadian Journal of Artificial Intelligence*, 8, 34-35.
- A. Gopnik & A.N. Meltzoff (1987). The development of categorization in the second year and its relation to other cognitive and linguistic developments. *Child Development*, 58, 1523-1531.
- A. Gopnik & A.N. Meltzoff (1987). Language and thought in the young child: Early semantic developments and their relationship to object permanence, means-ends understanding and categorization. In K. Nelson and A. Van Kleeck (Eds.) *Children's language*, Vol.6. Hillsdale, New Jersey: Lawrence Erlbaum.
- A. Gopnik & J.W. Astington (1988). Children's understanding of representational change and its relation to the understanding of false belief and the appearance-reality distinction. *Child Development*, 59, 26-37.
- A. Gopnik (1988). Three types of early word: Social words, cognitive-relational words and names and their relation to cognitive development. *First Language*, 8, 49-70.
- A. Gopnik (1988). Conceptual and semantic development as theory change. *Mind and Language* 3: 3: 197-217.
- J.W. Astington & A. Gopnik (1988). Knowing you've changed your mind: Children's understanding of representational change. In J.W. Astington, P.L. Harris and D. Olson (Eds.) *Developing theories of mind*. New York: Cambridge University Press.
- L. Forguson & A. Gopnik (co-authors) (1988). The ontogeny of common sense. In J.W. Astington, P.L. Harris and D. Olson (Eds.) *Developing theories of mind*. New York: Cambridge University Press.
- A. Gopnik & P. Graf (1988). Knowing how you know: Children's understanding of the sources of their knowledge. *Child Development*, 59, 1366-1371.
- A.N. Meltzoff & A. Gopnik (1989). Some relationships between imitation, cognitive development and early language development in the first two years of life. In G. Speidel and K. Nelson (Eds.) *The many faces of imitation in language learning*. New York: Springer-Verlag.
- A. Gopnik (1989). Review of D. Slobin (ed.) *The cross-linguistic study of language acquisition*, (Chaps. 11 and 14). *Journal of Child Language*, 16, 429-475.
- A. Gopnik (1990). Developing the idea of intentionality: Children's theories of mind. *The Canadian Journal of Philosophy*, 20, 1, 89-114.
- A. Gopnik (1990). Knowing, doing and talking: The Oxford Years. *Human Development*, 33, 6, 334-339.
- A. Gopnik & S. Choi (1990). Do linguistic differences lead to cognitive differences?: A cross-linguistic study of semantic and cognitive development. *First Language*, 10, 199-215.
- A. N. Meltzoff & A. Gopnik (1990). Relations between thought and language in infancy. In H. Fujisaki (Ed.) *Proceedings of the International Congress on Spoken Language Processing*, 2, 737-740. Tokyo: The Acoustical Society of Japan.

Alison Gopnik, Ph.D.
Curriculum Vitae

- J. Astington & A. Gopnik. (1991). Understanding desire and intention. In A. Whiten (ed.) *Natural theories of mind: The evolution, development and simulation of second-order representations*. Oxford: Basil Blackwell
- A. Gopnik & V. Slaughter (1991). Young children's understanding of changes in their mental states. *Child Development*, 62, 98-110
- D. O'Neill & A. Gopnik (1991). Young children's ability to identify the sources of their beliefs. *Developmental Psychology*, 27, 390-397.
- J. W. Astington & A. Gopnik (1991). Theoretical explanations of children's understanding of the mind. *British Journal of Developmental Psychology*, Special Issue on Children's Theories of Mind, 9, 7-31.
- A. Gopnik (1991). Children's theories. Review of J. Perner *Understanding the Representational Mind*. *Science*, 254, 737-738.
- A. Gopnik & H. Wellman (1992). Why the child's theory of mind really is a theory. *Mind and Language*, 7, 145-171.
Reprinted in M. Davies and T. Stone (Eds.) (1995) *Folk psychology: The theory of mind debate*. Oxford: Basil Blackwell.
- A. Gopnik & A. N. Meltzoff (1992). Categorization and naming: Basic-level sorting in 18-month-olds and its relation to language. *Child Development*, 63, 1091-1103.
- A. N. Meltzoff & A. Gopnik (1993). The role of imitation in understanding persons and developing theories of mind. In S. Baron-Cohen & H. Tager-Flusberg (Eds.). *Understanding other minds: Perspectives from autism*. Oxford: Oxford University Press.
- A. Gopnik (1993). How we know our minds: The illusion of first-person knowledge of intentionality. *Behavioral and Brain Sciences*, 16, 1-15, 90-101.
Reprinted in A. Goldman (Ed). (1993). *Readings in philosophy and cognitive science*. Cambridge Mass: MIT Press
- A. Gopnik & A. N. Meltzoff (1993). Words and thoughts in infancy: The specificity hypothesis and categorization and naming. In C. Rovee-Collier & L. Lipsitt (Eds.) *Advances in infancy research*. New Jersey: Ablex
- A. Gopnik (1993). The psychopsychology of the fringe. Commentary in *Consciousness and Cognition*, 2, 109-113.
- A. Gopnik & A. N. Meltzoff (1993). Imitation, cultural learning and the origins of "theory of mind". Commentary in *Behavioral and Brain Sciences*, 16, 3, 521-522
- A. Gopnik (1993). Psychopsychology. *Consciousness and Cognition*, 2, 264-280.
- S. Choi & A. Gopnik (1993). Nouns are not always learned before verbs: An early verb spurt in Korean. *Proceedings of the Twenty-Fifth Annual Child Language Research Forum*. CSLI Publications.
- A. Gopnik. (1993). Theories and qualities. *Behavioral and Brain Sciences*, 1993 Mar., V16 N1:44-45.
- A. Gopnik (1994). 'Freud's permanent revolution - An exchange (A response to Thomas Nagel) *The New York Review Of Books*, 1994 AUG 11, 41, 14, 55-55.

Alison Gopnik, Ph.D.
Curriculum Vitae

- A. Gopnik (1994). *Après le patron*. Review of A. Karmiloff-Smith *Beyond Modularity*. *Cognitive Development*, 9, 131-138
- A. Gopnik & H. Wellman (1994). The "theory theory". In L. Hirschfield and S. Gelman (Eds.) *Domain specificity in culture and cognition*. New York: Cambridge University Press.
- A. Gopnik & A. N. Meltzoff (1994). *Minds, bodies and persons: Young children's understanding of the self and others as reflected in imitation and "theory of mind" research*. In S. Parker & R. Mitchell (Eds.) *Self-awareness in animals and humans*. New York: Cambridge University Press.
- I. Rock, A. Gopnik & S. Hall (1994). Do young children reverse ambiguous figures? *Perception*, 23, 635-644.
- A. Gopnik, V. Slaughter & A. N. Meltzoff (1994). Changing your views: How understanding visual perception can lead to a new theory of the mind. In C. Lewis & P. Mitchell (Eds.) *Origins of a theory of mind*. New Jersey: Erlbaum. 157-181.
- C. Glymour & A. Gopnik (1995). Review of *October*. *Times Literary Supplement*, November 24
- A. Gopnik & S. Choi (1995). Names, relational words and cognitive development in English and Korean Speakers: Nouns are not always learned before verbs. In M. Tomasello & W. Merriman (Eds.) *Beyond names for things: Young children's acquisition of verbs*. New Jersey: Erlbaum.
- A. Gopnik (1995). How to understand belief. Response to continuing commentary. *Behavioral and Brain Science*, 18, 2, 398-400.
- S. Choi & A. Gopnik (1995). Early acquisition of verbs in Korean: A cross-linguistic study. *Journal of Child Language*, 22, 497-530
- A. Gopnik (1996). Theories and modules: Creation myths, developmental realities and Neurath's boat. In P. Carruthers & P. Smith (Eds.) *Theories of theories of mind*. Cambridge: Cambridge University Press.
- A. Gopnik, S. Choi, & T. Baumberger (1996). Cross-linguistic differences in semantic and cognitive development. *Cognitive Development*, 11, 2, 197-227
- A. Gopnik (1996). The Post-Piaget era. *Psychological Science*, 7, 4, 216-221. (*Special Piaget Centennial Issue*)
- A. Gopnik (1996). The scientist as child. *Philosophy of Science*, 63, 4, 485-514.
- V. Slaughter & A. Gopnik (1996). Conceptual coherence in the child's theory of mind. *Child Development*, 67, 6, 2967-2989.
- A. Gopnik & A. N. Meltzoff (1997). *Words, thoughts, and theories*. Cambridge, Mass.: Bradford, MIT Press.
- B. Repacholi & A. Gopnik (1997). Early understanding of desires: Evidence from 14 and 18-month-olds. *Developmental Psychology*, 33, 1, 12-21
- A. Gopnik (1998). Explanation as orgasm. *Minds and Machines*, 8, 101-118.
- A. Gopnik (1998). What can externalism do for psychologists? Commentary in *Behavioral and Brain Sciences*,
- A. Gopnik & A.N. Meltzoff (1998). Infant cognition. In *The Encyclopedia of Philosophy*. Routledge

Alison Gopnik, Ph.D.
Curriculum Vitae

- A. Gopnik (1998). Piaget. In *The Encyclopedia of Philosophy*. Routledge.
- A. Gopnik (1999). *Small Wonders*. Review of Howard Gardner *The disciplined mind*. *The New York Review of Books*, VOL XLVI, No. 8
- A. Gopnik (1999). Theory of mind. In R. Wilson & F. Keil (eds.). *The MIT Encyclopedia of the Cognitive Sciences*. Cambridge, Mass. MIT Press.
- A. N. Meltzoff, A. Gopnik & B. Repacholi (1999). Toddlers understanding of intentions, desires and emotions: Explorations of the dark ages. In P. Zelazo (ed.) *Developing theories of intention*. New Jersey: Erlbaum.
- A. Gopnik, A.N. Meltzoff, & P.K. Kuhl (1999). *The scientist in the crib: Minds, brains and how children learn*. New York: Harper Collins
- A. Gopnik (1999). Psychology for teachers: An exchange. *The New York Review of Books*, Vol. XLVI, 17. No. 17
- A. Gopnik, L. Capps & A.N. Meltzoff (2000). Early theories of mind: What the theory theory can tell us about autism. In S. Baron-Cohen et al. (Eds.) *Understanding other minds: perspectives from autism and cognitive neuroscience* (second edition). Oxford: Oxford University Press.
- A. Gopnik (2000). Explanation as orgasm and the drive for causal understanding: The evolution, function and phenomenology of the theory-formation system. In F. Keil & R. Wilson (Eds.) *Cognition and explanation*. Cambridge, Mass: MIT Press.
- A. Gopnik (2000). Women with children last. *The Times Higher Education Supplement*, Jan. 21
- A. Gopnik (2000). Tears, tantrums and other experiments. *The Guardian* Jan. 26
Reprinted in Stewart, Bullock & Allen (2003). *Essay Writing for Canadian Students with Readings*, 5th Edition, by Stewart, Bullock and Allen. Toronto: Pearson Education:
- A. Gopnik (2000). Theories, language and culture: Whorf without wincing. In M. Bowerman and S. Levinson (eds.). *Conceptual development and language acquisition*. New York: Cambridge University Press.
Reprinted in Griffiths, P., Trott, K. & Dobbins, S. (in press) (Eds.). *The child language reader*. London: Routledge.
- A. Gopnik & D. Sobel (2000). Detecting blickets: How young children use information about novel causal powers in categorization and induction. *Child Development*, 71, 5, 1205-1222.
- T. Nazzi & A. Gopnik (2000). A shift in children's use of perceptual and causal cues to categorization. *Developmental Science*, 3, 4 389-396.
- A. Gopnik (2000). Children need childhood, not vocational training. *The New York Times*, Dec. 24, 2000
- A. Gopnik & A. Rosati (2001). Duck or Rabbit? Reversing ambiguous figures and understanding ambiguous reference. *Developmental Science*, 4; 2, 174-182.
- T. Nazzi & Gopnik, A. (2001). Linguistic and cognitive abilities in infancy: When does language become a tool for categorization? *Cognition*, 80, 303-312
- A. Gopnik (2001). Meanings of make-believe. Review of P. Harris *The work of the imagination*. *Science*, 297, 5514, 57

Alison Gopnik, Ph.D.
Curriculum Vitae

Daniel R. Ames, Eric D. Knowles, Andrea D. Rosati, Michael W. Morris, Charles W. Kalish, and Alison Gopnik (2001). The social folk theorist: Insights from social and cultural psychology on the contents and contexts of folk theorizing. In B. Malle, L. Moses, and D. Baldwin (Eds.), *Intentions and intentionality: Foundations of social cognition*. Cambridge, MA: MIT Press.

Andrea D. Rosati, Eric D. Knowles, Daniel R. Ames, Alison Gopnik, Charles W. Kalish, and Michael W. Morris (2001). The rocky road from acts to dispositions: Insights for attribution theory from developmental research on theories of mind. In B. Malle, L. Moses, and D. Baldwin (Eds.), *Intentions and intentionality: Foundations of social cognition*. Cambridge, MA: MIT Press.

A. Gopnik, D. Sobel, L. Schulz, & C. Glymour (2001). Causal learning mechanisms in very young children: Two, three, and four-year-olds infer causal relations from patterns of variation and covariation. *Developmental Psychology*, 37, 5, 620–629

A. Gopnik, & C. Glymour (2002). Causal maps and Bayes nets: A cognitive and computational account of theory-formation. In P. Carruthers, S. Stich, M. Siegal, (Eds.) *The cognitive basis of science*. Cambridge: Cambridge University Press.

A. Gopnik (2002). What children will teach scientists. In J. Brockman (Ed.) *The next fifty years: Science in the first half of the twenty-first century*. New York: Vintage

J. Giles, A. Gopnik, & G. Heyman (2002) The effects of source monitoring on the suggestibility of preschool children. *Psychological Science*, 13, 3, 288-291.

A. Gopnik (2003) Today's visions of the science of tomorrow. *The New York Times*, Jan. 4, 2003

A. Gopnik & T. Nazzi (2003). Words, kinds and causal powers: A theory theory perspective on early naming and categorization. In D. Rakison, & L. Oakes (Eds.) *Early categorization*. Oxford: Oxford University Press.

A. Gopnik (2003). The theory theory as an alternative to the innateness hypothesis. In L. Antony and N. Hornstein (eds.) *Chomsky and his critics*. Blackwells, Oxford.

A. Gopnik, C. Glymour, D. Sobel, L. Schulz, T. Kushnir, & D. Danks (in press). A theory of causal learning in children: Causal maps and Bayes-Nets. *Psychological Review*,

T. Nazzi & A. Gopnik (in press). Sorting and acting with objects in early childhood: an exploration of the use of causal cues *Cognitive Development*

A. Gopnik (in press). Finding our inner scientist. *Daedalus*.

T. Kushnir, A. Gopnik, L. Schulz, & D. Danks. (in press). Inferring hidden causes. *Proceedings of the Cognitive Science Society*.

D. Sobel, J. Tenenbaum & A. Gopnik (ms. resubmitted for publication) Children's causal inferences from indirect evidence: Backwards blocking and Bayesian reasoning in preschoolers.

L. Schulz & A. Gopnik (ms. resubmitted for publication). Causal learning across domains.

A. Gopnik. (in preparation) *The philosophical baby*. New York: Houghton Mifflin, London: Weidenfeld and Nicolson

Papers presented at refereed conferences

- A. Gopnik (1977). "No", "there", "more" and "allgone". Presented at the Nottingham Child Language Seminar, Nottingham, England, April.
- A. Gopnik (1977). The development of non-nominal expressions in one-to-two-year-olds. Presented at the Salzburg International Psycholinguistics Conference, Salzburg, Austria, August.
- A. Gopnik (1978). The development of "that" and "there" in the one-word period. Presented at the York Child Language Seminar, York, England, April.
- A. Gopnik (1978). The development of non-nominal expressions - why the first words aren't about things. Presented at the International Congress for the Study of Child Language, Tokyo, Japan, August.
- A. Gopnik (1979). Words and plans: Early language and the regulation of intelligent action. Presented at the Reading Child Language Seminar, Reading, England, April.
- A. Gopnik (1981). "Gone" and the concept of the object. Presented at the International Congress for the Study of Child Language, Vancouver, B.C., August.
- A. Gopnik (1982). Semantic and cognitive development in one-two-year-olds. Presented at the Waterloo Child Development Conference, Waterloo, Ont., March.
- A. Gopnik (1983). Semantic and conceptual development in 15-21-month-olds. Presented at the Meeting of the Society for Research in Child Development, Detroit, Michigan, April.
- A. Gopnik (1984). Some specific relationships between semantic and conceptual developments in the one-word-stage. Presented at the Waterloo Child Development Conference, Waterloo, Ont., March.
- A. Gopnik & A.N. Meltzoff (1984). Some specific relationships between semantic and cognitive developments. Presented at the International Congress for the Study of Child Language, Austin, Texas, July.
- A. Gopnik & A.N. Meltzoff (1985). Changes in the meaning of early words and their relation to cognitive development. Presented at the Meeting of the Society for Research in Child Development, Toronto, Ont., April.
- A. Gopnik & A.N. Meltzoff (1985). Semantic and conceptual development in the one-word stage: The specificity hypothesis. Presented at the Meeting of the Society for Research in Child Development, Toronto, Ont., April.
- A. Gopnik (1985). What the first words can tell us about language and cognition. Presented at the Meeting of the Society for Philosophy and Psychology, Toronto, Ont., May.
- A. Gopnik (1986). Children's understanding of representational change. Presented at the Meeting of the Canadian Psychological Association, Toronto, Ont., June.
- A. Gopnik & L. Forguson (1986). The roots of realism. Presented at the Meeting of the Society for Philosophy and Psychology, Baltimore, Maryland, June.
- J.W. Astington, A. Gopnik, & D. Olson (1987). Metarepresentational ability: The fundamental metacognitive skill. Presented at the American Educational Research Association Meeting, Washington D.C., April.
- A. Gopnik, J.W. Astington, L. Forguson & D. Olson (1987). Children's understanding of representational change. Presented at the Meeting of the Society for Research in Child Development, Baltimore, April.

Alison Gopnik, Ph.D.
Curriculum Vitae

A. Gopnik & A.N. Meltzoff (1987). Categorization and the naming explosion. Presented at the Meeting of the Society for Research in Child Development, Baltimore, April.

A. Gopnik & L. Ferguson (co-authors) (1987). The ontogenesis of common sense. Presented at the Meeting of the Canadian Philosophical Association, Hamilton, Ont., June.

A. Gopnik (1987). Language before stage 6. Presented at the International Congress for the Study of Child Language, Lund, Sweden, July.

A. Gopnik & S. Choi (1987). A cross-linguistic study of semantic and cognitive development. Presented at the Boston Child Language Conference, Boston, October.

D. O'Neill & A. Gopnik (1989). Preschooler's understanding of the sources of their beliefs. Presented at the Society for Research in Child Development Meeting, Kansas City, Missouri, April.

A.N. Meltzoff & A. Gopnik (1989). What the infant's actions and words tell us about the infant's mind. American Association of Physical Anthropologists, San Diego, April.

A.N. Meltzoff & A. Gopnik (1990). Relations between thought and language in infancy - theory and new data. International Conference on Spoken Language Processing, Kobe, Japan, November.

A. Gopnik (1991). Is the child's theory of mind really a theory? Presented at the Meeting of the Society for Research in Child Development, Seattle, Washington, April.

A. Gopnik & S. Choi (1991). Relational words and nouns: A crosslinguistic study. Presented at the meeting of the Society for Research in Child Development, Seattle, Washington, April.

A. Gopnik & H. Wellman (1993). The child's theory of mind. Presented at the Meeting of the Society for Research in Child Development, New Orleans, Louisiana, March

A. Gopnik (1993). Precursors to the child's theory of mind. Presented at the Meeting of the Society for Research in Child Development, New Orleans, Louisiana, March

S. Choi & A. Gopnik (1993). Nouns are not learned before verbs in Korean: An early verb explosion. Presented at the Stanford Child Language Research Forum, Stanford, California, April

A. Gopnik (1995). Language and theory of mind. Presented at the Meeting of the Society for Research in Child Development, Indianapolis, Indiana, March.

A. Gopnik & D. Sobel (1995) Detecting Blickets: Children's understanding of causality. Presented at the Meeting of the Society for Research in Child Development, Indianapolis, Indiana, March.

A. Gopnik, and A. Rosati (1997). Perception, cognition, and young children's reversal of ambiguous figures. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Washington, D.C., April.

A. Gopnik (1997). How the child's theory of mind changes. Presented at the Meeting of the Society for Research in Child Development, Washington, D.C. March.

A. Gopnik (1999). Why children are (and aren't) like scientists. Presented at the Meeting of the Society for Research in Child Development, Albuquerque, N.M., April

A. Gopnik & D. Sobel (1999). Detecting blickets: How young children use information about causal powers in categorization and induction. Presented at the Meeting of the Society for Research in Child Development, Albuquerque, N.M., April

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Curriculum Vitae

T. Nazzi & A. Gopnik (2000) Perceptual and causal cues to categorization. Paper presented at the International Conference on Infancy Studies, Brighton, July.

J. Esterly & A. Gopnik (2000). Toddlers understanding of visual perspective-taking. Paper presented at the International Conference on Infancy Studies, Brighton, July.

A. Gopnik (2000). Children's and adult's theories of other people. Presented at the Society for Experimental Social Psychology, Atlanta, October.

A. Gopnik (2001) Children as scientists. Symposium on Exhibiting science: Scientists and museums. American Association for the Advancement of Science, San Francisco, February.

A. Gopnik & C. Glymour (2001). Babies and Bayes-Nets: A computational account of causal inference and theory-formation in young children. Presented at the Meeting of the Society for Research in Child Development, Minneapolis, MN, April.

A. Gopnik (2001). Causal inference in autism. Presented at the Meeting of the Society for Research in Child Development, Minneapolis, MN, April.

A. Gopnik (2001). Children's causal inference, Presented at the Meeting of the Jean Piaget Society, Berkeley, CA,

A. Gopnik (2002). Children and causal inference. Symposium on Bayes nets and Causal Inference. Meeting of the Philosophy of Science Association, Milwaukee, November.

A. Gopnik (2003). Inferring hidden objects. Poster presented at the Society for Research in Child Development, Tampa, Florida, April

A. Gopnik (2003). Causal learning in children . Paper presented at the Society for Research in Child Development, Tampa, Florida, April.

A. Gopnik (2004). Actions and causes. Symposium on Understanding actions and causes. American Association for the Advancement of Science, Seattle, February.

Invited papers presented at conferences, meetings and symposia

A. Gopnik (1982). Why there are no semantic universals. Workshop on Explaining Linguistic Universals, Caiscais, Portugal, January.

A. Gopnik (1984). From people to plans to objects. Symposium on the Phylogeny and Ontogeny of Symbol Systems, Toronto, Ont., June.

A. Gopnik (1986). How to develop a representation. Discussion of Z. Pylyshyn, Representations, how do we know when we have one. Simon Fraser Conference on Mental Representation, Vancouver, B.C., February.

A. Gopnik (1986). Modules and quasi-modules. Discussion of A. Marras, Mental images and the frame problem in artificial intelligence. Ontario Philosophical Society Meeting, Toronto, Ont., October.

A. Gopnik (1987). The first words as theoretical terms. Presented at an invited Symposium on Conceptual Change in Childhood and Science. Meeting of the Society for Philosophy and Psychology, La Jolla, Cal., June.

A. Gopnik (1987). Classification and the vocabulary spurt. Presented at the Stanford Child Language Research Forum, Stanford, Cal., April.

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Curriculum Vitae

- A. Gopnik (1988). Language and thought in the transition from infancy to early childhood. Canadian Psychological Association, Montreal, P.Q., June.
- A. Gopnik (1989). Language, thought and Bruner. Society for Research in Child Development, Kansas City, April.
- A. Gopnik (1989). Children's understanding of changes in their mental states. British Psychological Society, Developmental Section, Guildford, Surrey, September.
- A. Gopnik (1990). Function and arbitrariness in development. Discussion of S. Pinker and P. Bloom "Language as a biological adaptation". Meeting of the Society for Philosophy and Psychology, College Park, Maryland, June.
- A. Gopnik (1991). Developmental theories in psychology and biology. Invited presentation at a conference on Biology and the Social Sciences, Edmonton, Alberta, June.
- A. Gopnik (1991). Concepts and theories: Who's afraid of semantic holism? Invited presentation at the Society for Philosophy and Psychology, San Francisco, June.
- A. Gopnik (1991). Understanding the self and other: Evidence from theory of mind research. Invited presentation at a conference on Self-Awareness in Animals and Humans. Sonoma State University, August.
- A. Gopnik (1992) Situations and explanations. Invited presentation at the McDonnell Foundation Workshop on Methodological Issues in Cognitive Science, Santa Fe, June.
- A. Gopnik (1993) Children and consciousness: What developmental psychology can tell us about first-person access. Invited presentation at a conference on Consciousness and Cognition. Claremont College, March.
- A. Gopnik (1993) Cognition and consciousness: An essay in psychopsychology. Invited presentation at a workshop on Theories of Theories of Mind. Center for Cognitive Studies, University of Sheffield, Sheffield, England
- A. Gopnik (1993) Psychopsychology: Consciousness, cognition and development. Invited presentation at a conference on Reassessing the Cognitive Revolution. York University, Toronto, October.
- A. Gopnik (1994). The minds of infants. Invited presentation at the Meeting of the American Philosophical Association, Los Angeles, April.
- A. Gopnik (1994). The theory theory. Invited presentation at a conference on Theories of Mind. Center for Cognitive Studies, University of Sheffield, Sheffield, England, July.
- A. Gopnik & A.N. Meltzoff (1994). Imitation and theory-formation in our understanding of emotion. Invited presentation at the International Society for Research in Emotion, Cambridge, England, July
- A. Gopnik (1994) Children and scientists. Invited Distinguished APA Lecturer. Association of Science and Technology Centers, Portland, Oregon, October.
- A. Gopnik (1995) Psychopsychology. Invited presentation at a conference on Theories of Mind, Eugene, Oregon, February.
- A. Gopnik (1995) The first theory of mind. Invited presentation at the meeting of the Jean Piaget Society, Berkeley, California, June.

Alison Gopnik, Ph.D.
Curriculum Vitae

A. Gopnik (1995) The scientist as child. Presidential address at the Meeting of the Society for Philosophy and Psychology, SUNY Stonybrook, New York, June.

A. Gopnik (1995) Words, concepts and theories. Invited presentation at a conference on Child Development and Language Acquisition. Max-Planck Institute for Psycholinguistics; Nijmegen, Holland, November 13-17.

A. Gopnik (1995) Conceptual change as theory change. Invited presentation at a conference on Conceptual Change, University of Warsaw, Poland, November.

A. Gopnik (1995) Children's theory of mind. Invited presentation at the American Philosophical Association, New York, New York, December.

A. Gopnik, (1996) Origins of moral perception. Discussion of P. des Autels "Types of Moral Perceiver". Society for Philosophy and Psychology, San Francisco, California, June.

A. Gopnik (1996) Theory of mind and the problem of self-knowledge. Invited presentation at The growing mind: Multidisciplinary approaches: Conference in honor of the centennial of Piaget's birth. September, Geneva, Switzerland.

A. Gopnik (1996) Intuition in philosophy and psychology: Whose concepts are they anyway? Conference on Intuition in Philosophy, Dept. of Philosophy, Notre Dame University, April.

A. Gopnik (1997). The child's theories of mind from 1-3. Conference on Developing Intentionality in a Social World, Toronto, Ontario, April.

A. Gopnik (1998). Language and theory of mind. Invited presentation, Jean Piaget Society, Chicago, June.

A. Gopnik (1998). Words, thoughts and theories. Invited presentation at the American Psychological Association. August.

A. Gopnik (1998). Explanation and causality. Invited plenary presentation at the European Society for Philosophy and Psychology, Lisbon, September.

A. Gopnik (1998). Are theories uniquely human? Conference on the Evolution of Human Cognitive Specializations. Center for Comparative Cognitive Science, New Iberia Primate Center, New Iberia, Louisiana, October

A. Gopnik (1998). Intention and desire. Conference on The Development of Intentions, Center for Cognitive Science, University of Oregon, Oregon, October

A. Gopnik (1999) Maps of perception. Conference on Joint Attention, University of Warwick, Warwick, England, June.

A. Gopnik (1999) Causal maps: Children and scientists. Invited presentation at the International Congress for Logic, Methodology, and the Philosophy of Science. Cracow, September.

A. Gopnik (1999). Making causal maps. Conference on The Cognitive Basis of Science, Center for Cognitive Science, Rutgers University, New Jersey, November

A. Gopnik (2000). Theory of mind and the self. Invited presentation at the Jean Piaget Society, Montreal, June

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Curriculum Vitae

- A. Gopnik (2000). Children as scientists. Invited presentation at the Organization for Economic Cooperation and Development forum on Early learning and the Brain. New York, June.
- A. Gopnik (2000). The scientist in the crib. Conference on Learning and the brain: Myths and realities. Chicago, September
- A. Gopnik (2001). Causal maps and Bayes nets. Invited plenary presentation at The European Society for Philosophy and Psychology, Freiburg, Switzerland, August
- A. Gopnik (2001). Causal learning in children. Invited plenary presentation at the Neural Information-Processing Systems Meeting , Whistler, B.C. December.
- A. Gopnik (2001) The scientist in the crib: How babies learn and what they tell us about the mind, Invited presentation at the American Association for the Advancement of Science Meeting, San Francisco, February.
- A. Gopnik (2002). Learning in children. Symposium on Learning and the Brain. University of California at San Francisco, Dept. of Psychiatry. January
- A. Gopnik (2002) Children's learning and the media. World Economic Forum, New York, February
- A. Gopnik (2002) The action script and theory formation. Conference on Culture and Cognition, University of California at San Diego, May
- A. Gopnik (2002) Causal maps and Bayes-nets. The Society for Philosophy and Psychology, Edmonton, June.
- A. Gopnik (2003) Bayes-nets and children's learning. McDonell Foundation Conference on Bayes nets and Psychology, January
- A. Gopnik (2003). The scientist in the crib. Conference on development and the brain, Riken Institute, Riken, Japan, March
- A. Gopnik. (2003). The scientist in the crib. Invited plenary speaker. Western Undergraduate Psychology Conference, Santa Clara University, April.
- Invited lectures presented at other universities
- A. Gopnik (1978). Early language and sensorimotor intelligence. Presented at the Center for Genetic Epistemology, University of Geneva, Geneva, Switzerland, April.
- A. Gopnik (1980). Linguistic and cognitive development. Presented at the Department of Psychology, University of Edinburgh, Edinburgh, Scotland, May.
- A. Gopnik (1982). Semantic and conceptual development in young children. Presented at the Cognitive Science Center, McGill University, Montreal, P.Q., May.
- A. Gopnik (1985). Interactions between language and thought. Presented at the Dept. of Psychology, Teachers College, Columbia University, New York, N.Y., October.
- A. Gopnik (1986). Linguistic and cognitive development - the specificity hypothesis. Presented at the Dept. of Speech and Hearing Sciences, University of Washington, Seattle, Washington, February.
- A. Gopnik (1986). Linguistic and cognitive development - the specificity hypothesis. Presented at the Dept. of Linguistics, University of Southern California, L.A., Cal., February.

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Curriculum Vitae

- A. Gopnik (1986). Classification and naming. Presented at the Cognitive Science Program, S.U.N.Y.-Buffalo, Buffalo, N.Y., November.
- A. Gopnik (1988). Children's theories of mind. Presented at the Dept. of Psychology, University of California at Santa Cruz, Santa Cruz, California, October.
- A. Gopnik (1989). Children's conception of mind. Presented at the Dept. of Psychology, University of Nevada at Reno, Reno, Nevada, April.
- A. Gopnik (1989). Children's understanding of changes in their mental states. Medical Research Council Cognitive Development Unit, London, England, September.
- A. Gopnik (1990). Interactions between language and cognition in toddlers. Presented at the Dept. of Psychology, Stanford University, Palo Alto, California, March
- A. Gopnik (1993). What developmental psychology can tell us about first-person access. Presented at the Dept. of Philosophy, College of Charleston, Charleston, South Carolina, March.
- A. Gopnik (1993). Psychopsychology. Presented at the Depts. of Philosophy and Psychology, University of Maryland, College Park Maryland.
- A. Gopnik (1993) The theory theory. Dept. of Psychology, Stanford University
- A. Gopnik (1993) Psychopsychology. Centre pour Recherche en Epistemologie Applique, Ecole Polytechnique, Paris, France.
- A. Gopnik (1994) Developmental psychology and first-person knowledge. Presented to the Cognitive Science and History and Philosophy of Science Programs, University of Colorado at Boulder, Boulder, Colorado.
- A. Gopnik (1994) Psychopsychology: First-Person Knowledge and Methodology in Cognitive Science. Presented at the Symbolic Systems Forum, Stanford University, Palo Alto, California.
- A. Gopnik (1994) Theories and modules. Presented at the Dept. of Integrative Biology. University of California at San Francisco, San Francisco, California.
- A. Gopnik (1996) The theory theory. Presented at the Dept. of Psychology, University of California at San Diego, San Diego, California.
- A. Gopnik (1996) The explanatory drive. Presented at the Depts. of Psychology and Philosophy. Oxford University, Oxford, England, September.
- A. Gopnik (1996). Why babies are smarter than we are. Carolyn C. Wilson Lecture, Wellesley College, Wellesley, Mass.
- A. Gopnik (1997). What babies can tell us about science, what science can tell us about babies. Invited lecture in the series "Science and the Mind", Scripps College, Claremont California.
- A. Gopnik (1997). Causality and categorization. Inaugural Lecture of the Center for Comparative Cognitive Science, New Iberia Primate Center, New Iberia, Louisiana.
- A. Gopnik (1997). Causal understanding and the theory theory. Center for the Study of Language and Information, Stanford University

Alison Gopnik, Ph.D.
Curriculum Vitae

- A. Gopnik (1998) Theory theory to the max: and beyond. Center for Cognitive Science, Rutgers University, New Brunswick, New Jersey.
- A. Gopnik (1998). The theory theory and explanation. Invited lecture in the 20 Years of Cognitive Science Series, Occidental College, Claremont, California
- A. Gopnik (1998) The scientist as child. Cognitive Science Program, Ohio State University, Columbus, Ohio.
- A. Gopnik (1998) Causal inference in children. Dept. of Psychology, University of California at Santa Cruz.
- A. Gopnik (1999). Making causal maps. Dept. of Psychology, University of Chicago
- A. Gopnik (1999). Causal inference in children and scientists. Dept. of Philosophy, California Institute of Technology
- A. Gopnik (2000). Causal inference and theory-formation. Dept. of Psychology, Stanford University
- A. Gopnik (2000) Children as scientists. Distinguished Professors Committee Lecture. New School for Social Research, New York.
- A. Gopnik (2000). Children and scientists. Lawrence National Labs at Livermore.
- A. Gopnik (2000) Causal maps of the mind.. Kendon-Smith Lectures, University of North Carolina, Greenville,
- A. Gopnik (2001). Making causal maps. Miller-Comm Lecture, University of Illinois at Champaign-Urbana
- A. Gopnik (2001). Causal maps and Bayes nets. Dept, of Human Development, University of California at Davis
- A. Gopnik (2001) The scientist in the crib. Fermilab, Chicago, September.
- A. Gopnik (2001). Causal maps and Bayes nets, Dept of Psychology, Stanford University
- A. Gopnik (2001), Causal maps and Bayes nets. Dept. of Cognitive Science, University of California at Santa Cruz.
- A. Gopnik (2002). The scientist in the crib. The Santa Fe Public Lecture Series. The Santa Fe Institute, July.
- A. Gopnik (2002). Causal maps and Bayes nets. Smith-Kettlewell Instiute, San Francisco
- A. Gopnik (2002). Causal maps and Bayes nets. Dept, of Cognitive and Brain Science, Dartmouth University, October.
- A. Gopnik (2002) Causal maps and Bayes nets. Dept. of Cognitive and Brain Science, MIT. October.
- A. Gopnik (2003). Causal maps and Bayes nets. Dept. of Psychology, Carnegie-Mellon University, April

Professional Responsibilities

Associate Editor

British Journal of Developmental Psychology (1993-1995)

Child Development (1997-2000)

Editorial Board

Child Development

Cognitive Development

Philosophical Psychology

Monographs of the Society for Research in Child Development (1993-94)

Vancouver Studies in Cognitive Science

Philosophy, Psychology and Psychiatry

Philosophical Explorations

Reviewer

Science

Developmental Psychology

Merrill-Palmer Quarterly

Journal of Experimental Child Psychology

Infant Behavior and Development

Journal of Child Language

First Language

Psychological Review

Behavioral and Brain Sciences

Canadian Journal of Psychology

Cognitive Psychology

Comparative Psychology

Journal of Memory and Language

Canadian Philosophical Review

Mind and Language

Psychological Science

Human Development

British Journal of Philosophy of Science

Grant Reviewer

National Science Foundation (U.S.)

Reviewer

Member of Development and Learning Panel

National Institute of Health (U.S.)

Special Reviewer for an Individual Grant (1993)

Ad-Hoc Panel Member (1995)

Natural Sciences and Engineering Research Council of Canada

Social Sciences and Humanities Research Council of Canada

Connaught Foundation (Canada)

Economic and Social Sciences Research Council (U.K.)

Associations

Treasurer (1984-1987), International Association for the Study of Child Language

President (1994-5), Executive Committee Member (1987-1989),

Program Chair (1991-1992), Society for Philosophy and Psychology

Member, Local Arrangements Committee, 1986, Program Committee, 1995, 1997, 1999, 2001, 2003,
Society for Research in Child Development

Executive Board Member, Association for the Scientific Study of Consciousness

Dissertation Award Committee Section 7, American Psychological Association

PUBLIC SERVICE

Public Lectures and Consultancies

International

1999 The Organization for Economic Cooperation and Development Early Learning Forum, New York

2001 Hao Ran Foundation Meeting, Santa Cruz

2002 World Economic Forum , Davos/NY

National

1999 The Federal Bureau of Child Care Western Regional Meeting (Keynote Speaker)

2000 The Federal Bureau of Child Care National Meeting (Washington D.C.)

2000 Newsweek Child Development Conference (Washington D. C.)

State

1999 The Governor's Advisory Committee on Child-Care Policy Conference, Sacramento

2002 Northwest Regional Parenting Conference, Vancouver WA (Keynote Speaker)

County

1999 Contra Costa County Board of Education Conference (Keynote Speaker)

1999 Peninsula Partnership for Families and Children Conference (Keynote Speaker)

2000 San Bernadino County Superintendent of Schools "Rainbows" Conference (Keynote Speaker)

2001 San Mateo Jewish Family Services Council (Keynote Speaker) (2001)

2003 Hayward Children's Services Meeting (Keynote Speaker)

Museums

The Exploratorium

The Bay Area Discovery Museum

The San Jose Science Museum

The Chicago Children's Museum

Public Conferences

1999 Infant-Toddler Consortium Conference, San Francisco (Keynote Speaker)

1999 Parents as Teachers Foundation Conference, St. Louis (Keynote Speaker)

1999 Learning-Brain Expo, San Diego (Keynote Speaker)

2001 Children Our Commonwealth Children Inc. Conference, Cincinnati (Keynote Speaker)

Asilomar Conference on Educational Research, Asilomar (Keynote Speaker)

The Brain Connection to Education Conference, San Francisco

Wonderfest: Bay Area Festival of Science

Kid's Brain's Conference, Denver, (Keynote Speaker) (2003).

Other Public Lectures

Northern California Science Writers Association

San Francisco Psychotherapists Reading Group

Bay Area Psychiatric Association

San Francisco General Hospital Pediatric Grand Rounds

UCSF Hospital Pediatric Grand Rounds

Alameda Free Library Foundation

Pi Lamda Theta Annual Meeting

Stanford Mothers Group

Berkeley Neighborhood Moms

Wright Institute

Media Appearances, Interviews and Features

Television

The Charlie Rose Show (PBS)
Frontline (PBS)
Psychology Telecourse (PBS)
Newsnight (BBC UK)
Equinox (Channel 4 UK)
KTVU News Fox Affiliate San Francisco
KGO News ABC Affiliate San Francisco

Radio

This American Life (Public Radio)
To the Best of Our Knowledge (Public Radio)
West Coast Live (Public Radio)
Parents Journal (Public Radio)
The Todd Mundt Show (Public Radio)
Science Today (CBS)
Forum (KQED- San Francisco Public Radio)
Morning Show (KPFA- San Francisco)
WBZ Boston
WBAI New York
Radio Health Journal (Syndicated)
Parent Talk (Syndicated)
Quirks and Quarks (Canadian Broadcasting Corporation)
Life Matters (Australian Broadcasting Corporation)
The Mind (Australian Broadcasting Corporation)
Science in Action (British Broadcasting Corporation)
Life as an Infant Series (British Broadcasting Corporation)
Think About It (British Broadcasting Corporation)

Magazines

Science
US News and World Report
Time
Newsweek
Popular Science
New Scientist
The Chronicle of Higher Education
Parenting
Parents
Offspring
American Baby
Dads
House and Garden
American Psychological Association Monitor
Having a Baby (UK)
Commonwealth Magazine (Taiwan)
Geo Magazine (Germany)
Equinox (Canada)
Canadian Living (Canada)
Profil (Austria)
Facts (Switzerland)

Newspapers

New York Times
Washington Post
San Francisco Chronicle
San Jose Mercury News
Los Angeles Times
San Diego Union-Tribune
Chicago Herald
Seattle Times
East Bay Express
Marin Sun
Contra Costa Times
Sacramento Bee
The Times (UK)
The Independent (UK)
Financial Times (UK)
Daily Express (UK)
Evening Standard (UK)
Daily Mail (UK)
Liverpool Echo (UK)
Glasgow Post (UK)
Evening Gazette (UK)
NRC Handelsblad (The Netherlands)
The Shankei Shimbun (Japan)

July 2003