

Curriculum Vitae

Sandra R. Waxman

Department of Psychology - Northwestern University
Evanston, IL 60208-2710

EDUCATION

University of Pennsylvania.	Ph.D., Psychology, December, 1985.
Johns Hopkins University.	M.A., Psychology, 1981.
University of Pennsylvania.	B.S., Occupational Therapy, 1976.

CURRENT APPOINTMENTS *all at Northwestern University*

Professor, Department of Psychology (since 1992) <https://childdevelopment.northwestern.edu/>

Professor, School of Education and Social Policy (by courtesy, since 1993)

Faculty Fellow, Institute for Policy Research (since 2013)

<https://www.ipr.northwestern.edu/faculty-experts/fellows/waxman.html>

PREVIOUS APPOINTMENT

Harvard University. Associate & Assistant Professor, Department of Psychology (1989-1992)

SELECTED FELLOWSHIPS, AWARDS AND HONORS

- ◆ Provost Award for Excellence in Mentoring Undergraduate Research, Northwestern University, 2024
- ◆ Provost Award for Exemplary Faculty Service, Northwestern University, 2021
- ◆ Stellenbosch Institute for Advanced Study (STIAS) Fellow, 2022
- ◆ Society for Improvement of Psychological Science Mission Award (with the ManyBabies Collaboration), 2019
- ◆ Canadian Institute for Advanced Research (CIFAR) Program on Brain, Mind, & Consciousness – Associate Fellow, 2018 - 2025
- ◆ Cognitive Science Society – Elected Fellow, 2016
- ◆ American Academy of Arts and Sciences – Elected Member, 2011
- ◆ American Association for the Advancement of Science – Elected Fellow, 2011
- ◆ Louis W. Menk Chair in Psychology – Endowed Chair, Northwestern University, 2011
- ◆ Harvard University - Visiting Professor, 2010-2011
- ◆ Ann L. Brown Award for Excellence in Developmental Research, University of IL, 2008
- ◆ James McKeen Cattell Award. American Psychological Society, 2007
- ◆ Guggenheim Fellowship Award. John Simon Guggenheim Memorial Foundation, 2007
- ◆ Ecole Normale Supérieure, Paris -Visiting Professor, 2004
- ◆ Centre for Cognitive Science, Lyon France - Visiting Professor, 1998-1999

SELECTED ADVISORY AND LEADERSHIP ROLES

- ◆ EC*REACH. Early Childhood Research Alliance of Chicago. Council member
- ◆ ‘From the Minds of Babies’: Biennial Research Symposium, bringing cutting-edge developmental scientists from across the globe to Northwestern University
- ◆ Canadian Institute for Advanced Research (CIFAR) Discovery Panel: Infant learning and machine-learning. Co-founder. To be held at Northwestern University, June 2025.
- ◆ NIH Infant and Toddler Toolbox, Scientific Lead; Language measurement development (2019-2025)
- ◆ International Congress of Infant Studies, Board Member (2018-2024)
 - ‘Founding Generations’ Summer Mentorship program
- ◆ Provost’s Advisory Council on Women Faculty, Northwestern University (2016-2019).
- ◆ NIH Health Resources and Services Administration's (HRSA) "Bridging the Word Gap Research

- Network Project", Advisory Board Member (2014-2018)
- ◆ Institute for Innovations in Developmental Sciences: How Early Development Shapes a Lifetime, Northwestern University
 - Founder and continuing Board Member
 - Neurodevelopmental Core, Faculty Steering Committee Chair (Aug., 2018 – Aug., 2022)

JOURNAL EDITORSHIPS AND OTHER REVIEWING

Annual Review of Developmental Psychology, Founding Co-editor (2018-present); Cognitive Psychology, Associate Editor (2005-2018); Frontiers in Language Sciences, Founding Review Editor; International Congress of Infant Studies, Translational Research Award Reviewer (2020); Psychological Review, Consulting Editor (2016-present), Society for Research in Child Development Social Policy Report, Editorial Board Member (2017-April 2023).

External reviewer at National Institutes of Health; National Science Foundation; Social Sciences and Humanities Research Council of Canada; NSF College of Reviewers. Developmental and Learning Sciences (DLS).

RESEARCH FUNDING – LAST FIVE YEARS

2024	National Science Foundation REU Proposal (pending) “Language and Cognitive Development in Socio-Cultural Context” (PI; Waxman, S. Co-I; Tamis-LeMonda, C.)
2024-2025	Northwestern Institute for Policy Research “Building a Measurement Toolkit to Address Race-Based Disparities in Preschool Discipline Practices” (PI; Waxman, S. Co-I; Sabol, T.; \$4,000)
2023-2024	Northwestern Institute for Policy Research “Advancing Social Impact: Bringing Students’ Commitment to Social Justice into close alignment with no-profits’ / NGOs’ aspirational goals. (PI; Waxman, S. Co-I; Lee, C. \$3,000)
2023-2026	National Science Foundation (2330011) “Naming Names: and how early, does object naming influence infants’ fundamental object representations?” (PI; \$599,651)
2019-2022	National Institutes of Health (75N94019D00005), “NIH Infant and Toddler Toolbox” (Co-I; PI Gershon, R.; \$1,464,995)
2019-2022	CIFAR “The effect of music on infant cognition” (Co-PI with Laurel Trainor, McMaster University; \$37,375)
2017-2022	National Institutes of Health (3R01HD083310-03S1), Supplement to “Linking language and cognition in infancy: Entry points” (PI; \$579,434)
2015-2022	National Institutes of Health (5R01HD083310-05), “Linking language and cognition in infancy: Entry points” (PI; \$2,108,566)
2021-2022	Northwestern School of Education and Social Policy Venture Research Fund "On the Road to Discovery: Building a Measurement Toolkit to Address Race-Based Disparities in Preschool Discipline Practices" (Co-PI with Onnie Rogers; \$69,325)
2018-2021	National Institutes of Health (1F32HD095580-01), “Infant attention in the context of language” (Postdoctoral sponsor for M. Novack: \$172,926)
2012-2015	National Institutes of Health (R03HD067485), “Toddlers’ Initial Representation of Verbs: Effects of Delay and Sleep on Verb Meaning” (PI; \$163,414)

- 2018-2023 The When to Worry about Language Study (W2W-L): Joint consideration of developmental patterning and neural substrates for enhancing early identification of language impairment (Co-I; PIs E. Norton, L. Wakschlag; \$2,498,151)
- 2018-2019 Northwestern Institute for Innovations in Developmental Sciences Pilot Research Initiatives, “Maternal malnutrition and implications for human milk lipids and preterm infant growth and development through early childhood” (Contributor; PI D. Robinson).
- 2016-2020 ECHO PROjen – please put these in chronological order by year? Research Resource: “A Developmentally-based Measurement Science Framework for Assessing Environmental Exposure and Child Health” (Co-PI; PI R. Gershon; \$1,094,177)

PUBLICATIONS

- Luchkina, E. & Waxman, S. (in press) Semantic Priming supports infants’ ability to learn names of unseen objects. *PLOS ONE*
- Ferguson, B., LaTourrette, A., & Waxman, S. R. (2024). Six-month-old infants use cross-modal synchrony to identify novel communicative signals. *Scientific Reports*, 14(1). [Download](#)
- Woodruff Carr, K., Waxman, S. R. (2024). The link between non-human primate vocalizations and cognition is not constrained by maturation alone: Evidence from healthy preterm infants. *Cognition, Volume 251*. [Download](#)
- Waxman, S. R. (2024). Developmental origin of a language–cognition interface in infants: Gateway to advancing core knowledge? *Behavioral and Brain Sciences*, 47, e145. [Download](#)
- LaTourrette, A., Blanco, C., Atik, N. D., Waxman, S. R. (2024) Navigating accent variability: 24-month-olds recognize known words spoken in an unfamiliar accent but require additional support to learn new words. *Infant Behavior and Development*, 76, 101962. [Download](#)
- Atik, N. D., LaTourrette, A., & Waxman, S. R. (2024). Preschoolers benefit from sentential context in familiar- and unfamiliar-accented speech. *Developmental Science* [Download](#)
- ManyBabies Consortium with Waxman, S. R. and many others (2023, January 10). ManyBabies 5: A large-scale investigation of the proposed shift from familiarity preference to novelty preference in infant looking time. [Download](#)
- Waxman, S., Padilla, M., & Taverna, A. (2023). How pervasive is joint attention? Mother-child dyads from a Wichi community reveal a different form of “togetherness.” *Developmental Science* [Download](#)
- Luchkina, E., & Waxman, S. (2023). Talking about the absent and the abstract: referential communication in language and gesture. *Perspectives on Psychological Science* [Download](#)
- LaTourrette, A. S., Chan, D. & Waxman, S. R. (2023). A principled link between object naming and representation is available to infants by seven months of age. *Scientific Reports*, 13(1). [Download](#)
- LaTourrette, A. S., Novack, M. A., & Waxman, S. R. (2023). Longer looks for language: Novel labels lengthen fixation duration for 2-year-old children. *Journal of Experimental Child Psychology*, 236, 105754. [Download](#)
- Lau, J. C. Y., Fyshe, A., & Waxman, S. R. (2022). Rhythm May Be Key to Linking Language and Cognition in Young Infants: Evidence from Machine Learning. *Frontiers in Psychology*, vol. 13, 26. [Download](#)
- LaTourrette, A., Waxman, S., Wakschlag, L., Norton, E., & Weisleder, A. (2022) From recognizing known words to learning new ones: Comparing online speech processing in typically developing and late-talking two-year-olds. *Journal of Speech Learning and Hearing Research*. [Download](#)
- LaTourrette, A. & Waxman, S., (2022). Sparse labels, no problems: Infant categorization under challenging conditions. *Child Development*. [Download](#)

- Bang, M., Waxman, S.R., et al. "Perspective Taking and Psychological Distance in Children's Picture Books: Differences between Native and Non-Native Authored Books." *Sociocultural Explorations of Science Education*, 1 Jan. 2023, pp. 123–140, [Download](#)
- Novack, M. A., Chan, D., & Waxman, S. (2022). I see what you are saying: Hearing infants' visual attention and social engagement in response to spoken and sign language. *Frontiers in Psychology*, 13. [Download](#)
- Novack, M., Standley, M., Bang, M., Washinawotok, K., Medin, D., & Waxman, S. (2022). Hands on: Nonverbal communication in Native and Non-Native American parent-child dyads during informal learning. *Developmental Psychology*. 58(1), 32–42 [Download](#)
- Luchkina, E. & Waxman, S. R. (2021). Semantic priming supports infants' ability to represent and name unseen objects. *PLOS ONE*, 16(1), e0244968. [Download](#)
- Luchkina, E., & Waxman, S. R. (2021). Acquiring verbal reference: The interplay of cognitive, linguistic, and general learning capacities. *Infant Behavior and Development*, 65, 101624. [Download](#)
- Waxman, S. R. (2021). Racial awareness and bias begin early: Developmental entrypoints, challenges and a call to action. *Perspectives on Psychological Science*, 16(5), 893-902. [Download](#)
- Lau, J. C. Y., Fyshe, A., & Waxman, S. R. (2021). Which acoustic features support the language-cognition link in infancy: A machine-learning approach. *Proceedings of the 43rd Annual Meeting of the Cognitive Science Society*. Austin, TX: Cognitive Science Society. [Download](#)
- Novack, M. A., Brentari, Diane, Goldin-Meadow, S., & Waxman, S. (2021). Sign language, like spoken language, promotes object categorization in young hearing infants. *Cognition*, 215, 104845. [Download](#)
- Woodruff Carr, K., Perszyk, D. R., Norton, E. S., Voss, J. L., Poeppel, D., & Waxman, S. R. (2021). Developmental changes in auditory-evoked neural activity underlie infants' links between language and cognition. *Developmental Science*. [Download](#)
- Luchkina, E., & Waxman, S. (2021) Semantic priming supports infants' ability to learn names of unseen objects. *PLOS ONE* 16(1): e0244968. [Download](#)
- Woodruff Carr, K., Perszyk, D. R., & Waxman, S. R. (2021). Birdsong fails to support object categorization in human infants. *PLOS ONE* 16(3): e0247430. [Download](#)
- He, A.X., Huang, S., Waxman, S. & Arunachalam, S. (2020). Two-year-olds consolidate verb meanings during a nap. *Cognition*, 198. [Download](#)
- Kadlaskar, G., Waxman, S., & Seidl, A. (2020) Does human touch facilitate object categorization in 6-to-9-month-old infants? *Brain Sci.* 10(12), 940. [Download](#)
- LaTourrette, A. & Waxman, S., (2020). Naming guides how 12-month-old infants encode and remember objects. *Proceedings of the National Academy of Sciences*, 202006608. [Download](#)
- LaTourrette, A. & Waxman, S., (2020) An object lesson: Objects, non-objects, and the power of conceptual construal in adjective extension, *Language Learning and Development*. [Download](#)
- Taverna, A. & Waxman, S. R. (2020). Early lexical acquisition in the Wichi language. *Journal of Child Language*, 1-21. [Download](#)
- Taverna, A., Medin, D. L. & Waxman, S. R. (2020). Tracing culture in children's thinking: A sociological framework in understanding nature (Rastreando la cultura en el pensamiento infantil: Una socioecología para comprender la naturaleza). *Infancia y Aprendizaje*. *Journal for the Study of Education and Development*, 1-24. [Download](#)
- The ManyBabies Consortium, with Waxman, S. R. and many others (2020). Quantifying sources of variability in infant research using the infant directed-speech preference. *Advances in Methods and Practices in Psychological Science*, 3(1) 24-52. [Download](#)
- Woodruff Carr, K. L., Perszyk, D. R., Norton, E. S., Voss, J. L., Poeppel, D., & Waxman, S. R. (2020). Neural indices of attention underlie the increasing precision with which infants link language and cognition. Working Paper, Institute for Policy Research, WP-20-08. [Download](#)
- Baiocchi, M.C., Taverna, A., & Waxman, S. (2019). Social-ecological relations among animals serve as a conceptual framework among the Wichi. *Cognitive Development*, 52 (2019) 100807. [Download](#)

- de Carvalho, A., Babinea, M., Trueswell, J., Waxman, S. R., & Christophe, A. (2019). Studying the real-time interpretation of novel noun and verb meanings in young children. *Frontiers in Psychology*, 10, 274. [Download](#)
- LaTourrette, A. & Waxman, S. R. (2019). Defining the role of language in infants' object categorization with eye-tracking paradigms. *Journal of Visualized Experiments*, (144), e59291. [Download](#)
- Novack, M. A. & Waxman, S. R. (2019). Becoming human: Very young human infants link language and cognition, but what about non-human great apes? *Philosophical Transactions B*. [Download](#)
- Perszyk, D., Lei, R. F., Bodenhausen, G. V., Richeson, J., & Waxman, S. R. (2019). Bias at the intersection of race and gender: Evidence from preschool-aged children. *Developmental Science*, 22(3), e12788. [Download](#)
- Perszyk, D. & Waxman, S. R. (2019). Infants' advances in speech perception shape their earliest links between language and cognition. *Scientific Reports*, 9:3293. [Download](#)
- Syrett, K., LaTourrette, A., Ferguson, B., & Waxman, S. R. (2019). Crying helps, but being sad doesn't: Infants constrain nominal reference using known verbs, not known adjectives. *Cognition*, 193, 104033. [Download](#)
- Ferguson, B., Franconeri, S., & Waxman, S. (2018). Very young infants learn abstract rules in the visual modality. *PLoS ONE*, 13(1), e0190185. [Download](#)
- LaTourrette, A. & Waxman, S. (2018). A little labeling goes a long way: Semi-supervised learning in infancy. *Developmental Science*. Published in volume 2019, 22(1), e12736. [Download](#)
- Lovato, S., & Waxman, S. R. (2018). Young children learning from touch screens: Taking a wider view. In J. Tarasuik, G. Strouse & J. Kaufman (Eds) *Touch screen tablets touching children's lives* (pp. 231-240). Frontiers Media. [Download](#)
- Perszyk, D. R., & Waxman, S. R. (2018). Linking language and cognition in infancy. *Annual Review of Psychology*, 69, 231-250. [Download](#)
- Taverna, A., Medin, D. L., & Waxman, S. R. (2018). "Inhabitants of the earth": Reasoning about folk biological concepts in Wichi children and adults. In Marshall, P.J., & Brenneman, K. (Eds.) *Young Children's Developing Understanding of the Biological World* (pp. 7-27). Routledge. [Download](#)
- Ferguson, B., Graf, E., & Waxman, S. R. (2017). When veps cry: Two-year-olds efficiently learn novel words from linguistic contexts alone. *Language Learning and Development*. Advance online publication. Published in print 2018, 14(1), 1-12. [Download](#)
- Frank, M., Bergelson, E., Bergmann, C. [and 15 others, including Waxman, S.] (2017). A collaborative approach to infant research: Promoting reproducibility, best practices, and theory-building. *Infancy*, 22(4), 421-435. [Download](#)
- Perszyk, D. R. & Waxman, S. R. (2017). Experience is instrumental in tuning a link between language and cognition: Evidence from 6- to 7-month-old infants' object categorization. *Journal of Visualized Experiments* (122), e55435. [Download](#)
- Washinawatok, K., Rasmussen, C., Bang, M., Medin, D., Woodring, J., Waxman, S., Marin, A., Gurneau, J., & Faber, L. (2017). Children's play with a forest diorama as a window into ecological cognition. *Journal of Cognition and Development*, 18(5), 617-632. [Download](#)
- Waxman, S., Herrmann, P., Woodring, J., & Medin, D. (2016). Humans (really) are animals: Picture-book reading influences five-year-old urban children's construal of the relation between humans and non-human animals. In J. S. Horst & C. Houston-Price (Eds). *An open book: What and how young children learn from picture and story books* (pp. 127-134). Lausanne, Switzerland: Frontiers Media. [Download](#)
- Perszyk, D., Ferguson B., & Waxman, S. (2016). Maturation constrains the effect of exposure in linking language and thought: Evidence from healthy preterm infants. *Developmental Science*. Early view online. Published in volume March 2018, 21(2), e12522. [Download](#)
- Ferguson, B., & Waxman, S. (2016). Linking language and categorization in infancy. *Journal of Child Language*. Advance online publication. Published in print May 2017, 44(3), 527-552. [Download](#)

- Havy, M., & Waxman, S. R. (2016). Naming influences 9-month-olds' identification of discrete categories along a perceptual continuum. *Cognition*, 156, 41- 51. [Download](#)
- Lovato, S., & Waxman, S. R. (2016). Young children learning from touch screens: Taking a wider view. *Frontiers in Psychology*, 7, 1078. [Download](#)
- Perszyk, D., & Waxman, S. R. (2016). Listening to the calls of the wild: The role of experience in linking language and cognition in young infants. *Cognition*, 153, 175-181. [Download](#)
- Taverna, A., Medin, D. L., & Waxman, S. R. (2016). "Inhabitants of the earth": Reasoning about folkbiological concepts in children and adults. *Early Education and Development*, 27(8). 1109-1129. [Download](#)
- Waxman, S. R., Fu, X., Ferguson, B., Geraghty, K., Leddon, E., Liang, J., Zhao, M. (2016). How early is infants' attention to objects and actions shaped by culture? New evidence from 24-month-olds raised in the US and China. *Frontiers in Psychology: Cultural Psychology*, 7:97. [Download](#)
- Ferguson, B. & Waxman, S. R. (2016). What the [beep]? Six-month-olds link novel communicative signals to meaning. *Cognition*, 146, 185-189. [Download](#)
- Ferguson, B. & Waxman, S. R. (2015). Visual abstract rule learning by 3- and 4-month-old infants. In Noelle, D. C., Dale, R., Warlaumont, A. S., Yoshimi, J., Matlock, T., Jennings, C. D., & Maglio, P. P. (Eds.), *Proceedings of the 37th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society. [Download](#)
- Ferguson, B., Havy, M., & Waxman, S. R. (2015). The precision of 12-month-old infants' link between language and categorization predicts vocabulary size at 12 and 18 months. *Frontiers in Psychology*, 6, 1319. [Download](#)
- Medin, D., Ojalehto, B., Waxman, S., & Bang, M. (2015). Relations: Language, epistemologies, categories and concepts. In E. Margolis & S. Laurence (Eds.), *The Conceptual Mind: New Directions in the Study of Concepts* (pp. 349-378). MIT Press. [Download](#)
- Waxman, S. R. (2015). Abandoning the 'theoretical apartheid' between nature and nurture: human infants hold the key. *Social Anthropology*, 23(2), 213-215. [Download](#)
- Syrett, K., Arunachalam, S., & Waxman, S. R. (2014). Slowly but surely: Adverbs support verb learning in 2-year-olds. *Language Learning and Development*, 10(3), 263-278. [Download](#)
- Arunachalam, S., & Waxman, S. R. (2014). Let's see a boy and a balloon: Argument labels and syntactic frame in verb learning. *Language Acquisition*, 22(2), 117-131. [Download](#)
- Ferguson, B., Perszyk, D. R., & Waxman, S. R. (2014). Very young infants' responses to human and non-human primates' vocalizations. Commentary on Ackermann, Hage, & Ziegler. *Behavioral and Brain Sciences*, 37, 553-554. [Download](#)
- Ferguson, B., & Waxman, S. R. (2014). Communication and categorization: New insights into the relation between speech, labels, and concepts for infants. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (pp. 2267-2272). Austin, TX: Cognitive Science Society. [Download](#)
- Vouloumanos, A., & Waxman, S. R. (2014). Listen up! Speech is for thinking during infancy. *Trends in Cognitive Sciences*, 18(12), 642-646. [Download](#)
- Geraghty, K., Waxman, S. R., & Gelman, S. (2014). Learning words from pictures: 15- and 17-month-old infants appreciate the referential and symbolic links among words, pictures, and objects. *Cognitive Development*, 32, 1-11. [Download](#)
- Taverna, A. S., Waxman, S. R. Medin, D. L., Moscoloni, N., & Peralta, O. A. (2014). Naming the living things: linguistic, experiential and cultural factors in Wichí and Spanish speaking children. *Journal of Culture and Cognition*, 14, 213-233. [Download](#)
- Ferguson, B., Graf, E., & Waxman, S. R. (2014). Infants use known verbs to learn novel nouns: Evidence from 15- and 19-month-olds. *Cognition*, 131(1), 139-146. [Download](#)
- Waxman, S., Herrmann, P., Woodring, J., & Medin, D. (2014). Humans (really) are animals: Picture-book reading influences five-year-old urban children's construal of the relation between humans and non-human animals. *Frontiers in Developmental Psychology*, 5, 172. [Download](#)

- ojalehto, b., Waxman, S. R., & Medin, D. L. (2013). Teleological reasoning about nature: Intentional design or relational perspectives? *Trends in Cognitive Sciences*, 17(4), 166-171. [Download](#)
- Ferry, A., Hespos, S., & Waxman, S. (2013). Non-human primate vocalizations support categorization in very young human infants. *PNAS*, 110(38), 15231–15235. [Download](#)
- Dehghani, M., Bang, M., Medin, D. L., Marin, A., Leddon, E., & Waxman, S. (2013). Epistemologies in the text of children's books: Native and non-Native authored books. *International Journal of Science Education*, 35(13), 2133-2151. [Download](#)
- Arunachalam, S. Leddon, E., Song, H., Lee, Y., & Waxman, S. R. (2013). Doing more with less: Verb learning in Korean-acquiring 24-month-olds. *Language Acquisition: A Journal of Developmental Linguistics*, 20(4), 292-304. [Download](#)
- Waxman, S. Fu, X., Arunachalam, S. Leddon, E., Geraghty, K., & Song, H. (2013). Are nouns learned before verbs? Infants provide insight into a long-standing debate. *Child Development Perspectives*, 7(3), 155-159. [Download](#)
- Callanan, M. & Waxman, S. R. (2013). Commentary on special section. Deficit or difference? Interpreting diverse developmental paths. *Developmental Psychology*, 49(1), 80-83. [Download](#)
- Waxman, S. R. (2013). Building a better bridge. In M. Banaji & S. Gelman (Eds.), *Navigating the social world: What infants, children, and other species can teach us* (pp. 292-296). Oxford University Press. [Download](#)
- Arunachalam, S., Escovar, E., Hansen, M.A., & Waxman, S. R. (2013): Out of sight, but not out of mind: 21-month-olds use syntactic information to learn verbs even in the absence of a corresponding event, *Language and Cognitive Processes*, 28(4), 417-425. [Download](#)
- Chen, M. L., & Waxman, S. R. (2013). "Shall we blick?": Novel words highlight actors' underlying intentions for 14-month-old infants. *Developmental Psychology*, 49(3), 426-431. [Download](#)
- Waxman, S. R. (2012). Social categories are shaped by social experience. *Trends in Cognitive Sciences*, 16(11), 531–532. [Download](#)
- Waxman, S. R. & Grace, A. D. (2012). Developing gender- and race-based categories in infants: Evidence from 7- and 11-month-olds. In G. Hayes & M. Bryant (Eds.), *Psychology of culture. In Psychology of emotions, motivations and actions: Focus on civilizations and cultures series* (pp. 159-175). Nova Science Publishers. [Download](#)
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- Waxman, S. R., & Goswami, U. (2012). Learning about language: Acquiring the spoken and written word. In S. Pauen (Ed.) *Early childhood development and later outcome*. Cambridge University Press. pp 83-117. [Download](#)
- Taverna, A., Waxman, S., Medin, D., & Peralta, O. (2012). Core-folkbiological concepts: New evidence from Wichí children and adults. *Journal of Cognition and Culture*, 12(3-4) 339–358. [Download](#)
- Unsworth, S. J., Levin, W., Bang, M., Washinawatok, K., Waxman, S. R., & Medin, D. L. (2012). Cultural differences in children's ecological reasoning and psychological closeness to nature: Evidence from Menominee and European-American children. *Journal of Cognition and Culture*, 12(1-2), 17-29. [Download](#)
- Graham, S. A., Booth, A., & Waxman, S. R. (2012). Words are not merely features: Only consistently applied nouns guide 4-year-olds' inferences about object categories. *Language Learning and Development*, 8, 1-11. [Download](#)
- Herrmann, P., Medin, D. L., & Waxman, S. R. (2012). When humans become animals: Development of the animal category in early childhood. *Cognition*, 122(1), 74-79. [Download](#)
- Shenton, J., Ross, N., Kohut, M. & Waxman, S. (2011). Maya folk botany and knowledge devolution: Modernization and intra-community variability in the acquisition of folkbotanical knowledge, *Ethos*, 39(3), 349-367. [Download](#)

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- Waxman, S., & Leddon, E. (2011). Early word learning and conceptual development: Everything had a name, and each name gave birth to a new thought. In U. Goswami (Ed.) *The Wiley-Blackwell handbook of childhood cognitive development* (pp. 180-208). Wiley-Blackwell. [Download](#)
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OPINION PIECES

- Waxman, S. R., Richeson, J., & Rogers, L. O. (January 19, 2017). *Be color-brave with your kids*. U.S. News & World Report.
- Waxman, S. R. (April 1, 2016). *How cultural differences affect autism diagnoses*. Scientific American.
- Waxman, S. R. (Feb 18, 2016). *Providing Flint's children with the services they deserved*. The Hill.
- Waxman, S. R. (Feb 11, 2016). *Academia's 'Baby Penalty': Fathers and childless women in academia are three times more likely to secure tenure-track positions than are working mothers*. U.S. News & World Report.
- Waxman, S. R. (Dec 16, 2015). *Why early intervention funds cannot be sacrificed*. Truthout.
- Waxman, S. R. (Dec 2, 2015). *The 'Word Gap' takes root in infancy; So too should our efforts to close it*. Huffington Post.
- Waxman, S. R. (Nov 26, 2015). *Native Americans should not be left out of Thanksgiving*. Aljazeera America.

REFEREED PRESENTATIONS (PAST 5 YEARS)

- Lobo, A., Waxman, S. R. (2024, November). *Does Brief German Exposure Allow 6-month-old English-Acquiring Infants to Link German to Cognition?* [Poster Presentation] Boston University Conference on Language Development, Boston, MA.

- Lobo, A., Novack, M., Waxman, S. R. (2024, July). *The Link Between Sign Language (ASL) and Cognition in Hearing 6-month-old Infants: A Role for Exposure* [Poster Presentation]. International Congress on Infant Studies, Glasgow, Scotland.
- Atik, N. D., LaTourrette, A. S., Blanco, C., & Waxman, S. R. (2024, November). *Do bilingual 24-month-olds use sentential context to learn novel words in unfamiliar-accented speech?* Poster presented at the 49th Annual Boston University Conference on Language Development, Boston, MA
- Luchkina, E. (2024, February). *Learning to talk about the unobservable, absent, or abstract*. Developmental brownbag, Brown University, Providence RI.
- Nam, C., Waxman, S.R. (2024, April 20-22). *Assessing 12-month-old infants' ability to attend to occlusion change-detection events in a virtual setting* [Oral Presentation]. International Psychological Applications Conference and Trends, Porto, Portugal.
- Nam, C., Lobo, A., Waxman, S.R., (2024, April 27). *Investigating the impact of object labeling on 12-month-old infants' performance in a virtual stimuli differentiation occlusion event* [Oral presentation]. Chicago Area Undergraduate Research Symposium, Chicago, IL, United States.
- Nam, C., Lobo, A., Waxman, S.R. (2024, May 23-26). *Effect of labeling on infants' memory and reasoning about objects: Evidence from a change-detection task* [Poster presentation]. 15th Dubrovnik Conference on Cognitive Science, Dubrovnik, Croatia.
- Simon, L., Luchkina, E., and Waxman, S. R. (2024, May). *Analysis of iCatcher+ Eye-Tracking Technology for Infant Cognition Research*. Chicago Area Undergraduate Research Symposium
- Luchkina, E. (2024, June). *Learning to talk about the unobservable, absent, or abstract*. Developing Minds Lab, Boston University, Boston MA.
- Nam, C., Lobo, A., Waxman, S.R. (2024, July 10-12). *Effect of labeling on infants' memory and reasoning about objects: Evidence from a change-detection task* [Poster presentation]. International Mind, Brain, and Education Society, Leuven, Belgium.
- Lobo, A., Woodruff Carr, K., Waxman, S. R. (2023, May). *Does Brief Exposure Allow 4-month-old Infants to Link a Nonnative Language to Cognition?* [Poster Presentation]. Association for Psychological Sciences Annual Convention, Washington D.C.
- Atik N. D. Ward G. & Waxman S. R. (2023, October). *Evidence for a morphosyntactic marker of genericity in Turkish: -dir*. Poster presented at Many Paths to Language at the Max Planck Institute for Psycholinguistics Nijmegen Netherlands
- Nam, C., Waxman, S.R. (2023, November 10). *Using the violation-of-expectation paradigm to assess infants' abilities to detect change in an occlusion event* [Poster presentation]. Biological Students Association, Evanston, IL, United States.
- Lobo, A., Novack, M., Waxman, S. R. (2023, November). *The Link Between Sign Language (ASL) and Cognition in Hearing 6-month-old Infants: A Role for Exposure* [Poster Presentation]. Boston University Conference on Language Development, Boston, MA.
- Luchkina, E. (2023, November). *Developmental origins and downstream consequences of verbal reference: Learning to learn from language*. Laboratory for Developmental Studies Seminar, Harvard University, Cambridge MA.
- Waxman, S. R. (2022). *How, and how early, do we begin to 'see' race?* Fellows' Seminar at Stellenbosch Institute for Advanced Study, February 17, 2022, Stellenbosch, South Africa.
- LaTourrette, A. & Waxman, S. R. (2020). *Using known words to learn new ones: Accented speech imposes (surmountable) processing limitations for 24-month-old infants*. Poster presented at the 42nd Annual Virtual Meeting of the Cognitive Science Society.
- Waxman, S. (2020, May) *Examining Implicit and Explicit Biases in Individual Children, Schools, and Communities: Implications for Racial Disparities in School Discipline*. Talk to be presented at the 32nd APS Annual Convention, May 21-24, 2020, Chicago, IL.
- Waxman, S. (2020, April) *Concepts are shaped by culture*. Talk to be presented at the Marshall M. Weinberg Symposium, April 10-12, 2020, Ann Arbor, MI.

INVITED PRESENTATIONS – SELECTED, LAST 10 YEARS

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- Waxman, S. R. (2025), *Racial Disparities in Preschool Classroom Practices: Building a New Multi-measure Toolkit*, Insititue for Policy Research, Northwestern University.
- Waxman, S. R. and Tamis Lemonda, C. (2025, upcoming). *Shining lights on the ‘hidden curriculum’*. Invited presentation sponsored by Northwestern University’s Multidisciplinary Program in Education Sciences (MPES), IES-funded predoctoral training grant, and Department of Psychology.
- Waxman, S. R. (2025, upcoming). *From the Minds of Babes: Language and Cognition in Infancy*. Keynote: International Symposium on Formal Linguistics, Chinese Association for Formal Linguistics, Guangdong University of Foreign Studies, Guangzhou, China.
- Waxman, S. R. (2024). Commentary on Paths to Word Meaning. Symposium for Joint East-West Early Language (JEWEL) Project, RIKEN Center for Brain Science, Japan.
- Waxman, S. R. (2024). *Becoming human: How (and how early) do infants link language and cognition?* Keynote: Budapest Cental European University Conference on Cognitive Development (BCCCD)
- Waxman, S. R. (2022). *Disrupting Racism and Bias at Home, at School, and at Work*. Institute for Policy Research Newsletter, Northwestern University, February 24, 2022.
- Waxman, S. R. (2021). *Language and thought in infants*. Departmental colloquium. University of Connecticut, Storrs, CT.
- Waxman, S. R. (2021). *How (and how early) do infants link language and cognition? New evidence from sign language*. The Center for Gesture and Sign Language, University of Chicago, Chicago, IL.
- Waxman, S. R. (2021). *Why diversity is crucial to theory and how it pushes our paradigms in developmental science*. Diversity Science symposium. Northwestern University, Department of Psychology.
- Waxman, S. R. (2020). *Visually-Grounded Interaction and Language Workshop*. Conference on Neural Information Processing Systems (NeurIPS).
- Waxman, S. R. (2021). *How early do infants begin to ‘see’ race?* IPR. Northwestern.
- Waxman, S. R. (2020). *The Cognitive Science of Concepts: Contrasting Perspectives Across the Disciplines*. Weinberg Institute for Cognitive Science, University of Michigan, Ann Arbor, MI.
- Waxman, S. R. (2019). *How (and how early) do infants link language and cognition?*. 80th Annual National Convention of the Canadian Psychological Association, Halifax, Nova Scotia.
- Waxman, S. R. (2019). *Diversity in Developmental Science*. Society for Research in Child Development Biennial Meeting. Baltimore, MD. Discussant.
- Waxman, S. R. (2019). *The acquisition of lexical concepts in infancy* Brain development and emergence of cognitive functions seminar, Collège de France, Paris, France.
- Waxman, S. R. (2018). *Becoming human: How (and how early) do language and cognition come together in the infant mind?* Paris Descartes University, Paris, France.
- Waxman, S. R. (2018). *Becoming human: How (and how early) do language and cognition come together in the infant mind?* Brown University Cognitive, Linguistic, and Psychological Sciences Colloquium.
- Waxman, S. R. (2018). *Influence of Media Exposure & Use on Infants and Toddlers* at Media Exposure and Early Child Development Workshop. NIH Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) and the Office of Behavioral and Social Sciences Research (OBSSR). Bethesda, MD. Discussant.
- Waxman, S. R. (2017). *Becoming human: How (and how early) do infants link language and cognition?* Canadian Institute for Advanced Research Winter School on the Neuroscience of Consciousness. Montebello, Canada. Mentor and lecturer.

- Waxman, S. R. (2017). *Becoming human: How (and how early) do infants link language and cognition?* Canadian Institute for Advanced Research - Azrieli Program in Brain, Mind & Consciousness Meeting, Montreal, Canada.
- Waxman, S. R. (2017). *Becoming Human: How (and how early) do infants link language and cognition?* University of Maryland Brain and Behavioral Initiative: "What can animal communication teach us about human language?" College Park, MD
- Waxman, S. R. (2017). *Linking Language and Cognition: New Insights from Young Infants* at Concepts, Actions, and Objects: Functional and Neural Perspectives, Center for Mind/Brain Sciences, University of Trento, Rovereto, Italy.
- Waxman, S. R. (2016). *Cross-cultural and developmental perspectives on the evolution of human behaviour & cognition*, Human Behaviour and Evolution Society. Vancouver, BC. Pre-conference Workshop,
- Waxman, S. R. (2016). *Global Issues in Development: Thinking about nature: Across cultures, across languages and across development*. International Conference on Infant Studies, New Orleans, LA.
- Waxman, S. R. (2015). Cognitive Development Society. Presidential Lecture.

ADVISEES

POSTDOCTORAL FELLOWS all at Northwestern University (current position)

Asli Bursalioglu 2024-current

Daoxin Li 2024-current

Elena Luchkina, 2019-2024; Harvard University; Research Assistant Professor, Psychology.

Kali Woodruff Carr, 2018-2023; Harvard University ;Research Assistant Professor, Boston Children's Hospital.

Miriam Novack, 2016-2019; Northwestern University; Research Assistant Professor, Medical and Social Sciences.

Joe Lau, 2019-2021; Northwestern University; Research Assistant Professor, Communication Sciences.

Cynthia Blanco, 2016-2018; Research Scientist, Duolingo, Pittsburgh, PA

Melanie Havy, 2012-2013; Assistant Professor, University of Geneva, Psychology.

Eileen Graf, 2011-2013; Research Scientist, the University of Chicago, NORC.

Sudha Arunachalam (2007-2011)

New York University, Applied Linguistics, Assistant Professor

Marian Chen (2007-2009)

Nan McKay and Associates, Operations Management Analyst, Chicago

Erin Leddon (2006-2011)

Northwestern University, The Graduate School, Assoc. Dir. of English Language Programs

Andrzej Tarlowski (2005-2007)

University of Finance and Management in Warsaw, Psychology, Assistant Professor

Christopher Fennel (2005-2006)

University of Ottawa, Professor, Psychology

Tracy Lavin (2003-2005)

Directions Evidence and Policy Research Group, Research Analyst, Vancouver, Canada

Amy Booth (2001-2003)

University of Texas at Austin, Psychology and Comm. Sciences and Disorders, Professor

PH.D. STUDENTS

Current

Alison Lobo

Deniz Atik

Completed Ph.D.s – Northwestern University

Alexander LaTourrette, PhD., 2020: Assistant Professor, University of Southern California, Psychology
Danielle Perszyk, PhD., 2018: Research Scientist; Google, Mountain View, CA
Brock Ferguson, Ph.D., 2016; Founder: Strong Analytics, co-founder, data scientist, developer
Heather Norbury, Ph.D., 2013; American Institutes for Research, Education Policy Researcher, Chicago
Patricia Herrmann, Ph.D., 2011; Senior Director of Research, Senseye, Inc., Austin, TX
Tom Piccin, Ph.D., 2007; Johns Hopkins Medicine, Epic Project Leader
Floresencia Anggoro, Ph.D., 2006; College of the Holy Cross, Professor, Psychology
Raquel S. Klibanoff, Ph.D., 2001; University of Chicago, Post-doctoral fellow (has now left the field)
Stephanie Taddei, M.A., 2001; Research consultant
Laura Namy, Ph.D., 1998; Emory University, Professor; NSF Developmental Sciences Program Officer;
Institute of Education Sciences (IES), Associate Commissioner of Education Research, NCER

Completed Ph.D.s – Harvard University

D. Geoffrey Hall, Ph.D., 1991; University of British Columbia, Professor and Chair, Psychology
Dana Markow, Ph.D., 1995; Harris Interactive, Senior Director, Youth and Education Research