

CURRICULUM VITAE
DR. KAREN WYNN

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EDUCATION

- 1990 Ph.D. in Cognitive Science, Massachusetts Institute of Technology.
- 1985 Bachelor of Arts with Distinction, Psychology, McGill University.

ACADEMIC APPOINTMENTS

- 1999 - Professor of Psychology and of Cognitive Science, Yale University
- 2006 Visiting Professor, International Summer Campus, Korea University, Seoul
- 1997-98 Visiting Associate Research Scientist, Medical Research Council Cognitive Development Unit, University College London, London U.K.
- 1996-99 Assistant, Associate Professor of Psychology and Associate Research Scientist in Cognitive Science, University of Arizona

RESEARCH INTERESTS

Cognitive, social and emotional development in infancy and childhood: The nature, origins and development of numerical understanding and of the mental mechanisms underlying quantification and individuation; the nature of early object knowledge, object-tracking mechanisms and their development; the concept of an "action" and how infants pick out meaningful units of action; infants' measurement and representation of time; early understanding of the social world, of intentional agents and of social interactions; early emotional development and socio-emotional interactions; origins, early nature, & development of social & moral evaluations/judgments.

HONORS AND AWARDS

- 2009 Visiting Distinguished SAGE Fellow (Lecture Series), SAGE Center for the Study of Mind, UCSB
- 2006 Invited to Oxford Round Table (declined)
- 2006 Keynote Address, “Early Understanding of the Social World”
NEMCIS conference on Infant Studies, Amherst, March 4
- 2005 - Fellow, *American Psychological Society*
- 2002 Invited Address, “Numerical Capacities in Infants”
International Conference on Infant Studies, Toronto, April 18-21.
- 2001 Troland Research Award, *National Academy of Sciences*
Award given to recognize unusual achievement and further empirical research in psychology to researchers 40 years of age or younger. Given in recognition of “pioneering research on the foundations of quantitative and mathematical thinking in infants and young children.”
- 2000 Distinguished Scientific Award for Early Career Contribution to Psychology (area of Developmental Psychology), *American Psychological Association*
- 2000 Center for Advanced Study in the Behavioral Sciences Senior Research Fellowship Award, Stanford University (postponed)
- 1997-98 *James McKeen Cattell Foundation* Sabbatical Award
- 1994 University of Arizona Social and Behavioral Sciences Research Institute (SBSRI) Professorship (competitive award of teaching release)
- 1993 University of Arizona SBSRI Award for Best Journal Article of 1992
- 1992 University of Arizona SBSRI Grant Proposal Competition
- 1991 Harris Visiting Professor at the Harris Center for Developmental Studies, University of Chicago
- 1987-90 *National Science Foundation* Graduate Fellowship
- 1984-85 James McGill Scholarship (undergraduate)

GRANTS

- 2009-14 *National Institutes of Health* #1 R01 MH 081877-01A2
“Social Evaluation in Infants and Toddlers”
Role: Principle Investigator (Paul Bloom, co-investigator)
- 2007-09 *National Science Foundation* Grant #BCS-0715557
“Social Evaluation in Infants and Toddlers”
Role: Principle Investigator (Paul Bloom, co-investigator)
- 2002-06 *National Science Foundation* Grant #BCS-0132444
“Object Cognition in Infants and Adults”
Role: Principle Investigator (Brian Scholl, co-investigator)
- 2002-05 (Sponsor) *National Institutes of Health* post-doctoral NSRA
“The Representation of Persisting Objects” awarded to Steven Mitroff
- 2002-04 (Sponsor) *National Institutes of Health* post-doctoral NRSA
“Young Children’s Understanding of Intentionality” awarded to Valerie Kuhlmeier
- 1999-02 *National Science Foundation* Grant #BCS-9910781
"Quantification and individuation processes in infants"
Role: Principle Investigator
- 1999-02 *National Science Foundation* Research Experience for Undergraduates Award
- 1993-99 *National Institute of Child Health and Human Development* FIRST Award
#1 R29 HD29857
"The nature of infants’ mental representation of number"
Role: Principle Investigator
- 1992 University of Arizona Social & Behavioral Sciences Research Institute Small Grant
- 1990-92 *National Institutes of Health* Institutional Biomedical Research Support Grant
#S07RR07002, "The nature and development of early numerical knowledge"
Role: Principle Investigator

SELECTED MEDIA INTERVIEWS & COVERAGE

TV/Documentary Interviews

PBS, interview and filming of lab with Alan Alda for series “The Human Spark” to air Fall 2009
National Geographic Explorer show (*Interview & filming of lab, aired September 19, 2007*)
Intelecom Series on Psychology (*Interview & filming of lab, aired 2006-2007*)
Discovery Channel documentary on Babies’ Development (*filming of lab July 2002*).
Association for Supervision and Curriculum Development, 2001, segment for Development of
Mathematical Knowledge and the Brain (*interview & filming of lab*)
Television Francais documentary on The Number Sense, 2000 (*Interview & filming of lab*)
London BBC Television documentary on mathematical thought & math education, 1997
(*Interview & filming of lab*)
Beyond 2000 (Australian-based show, airs on Discover channel; 50 million viewers), 1995
(*Interview & filming of lab*)
The Home Show, 1993 (American Broadcasting Corporation) (*Live Television Interview*)
Tucson Channel 9 News: Series on Infant Cognition (*Interview & filming of lab*)

Radio Interviews

The Breakfast Show, Australian Broadcasting Corporation, interview, Nov 28, 2007
Austrian Broadcasting Corporation, interview, Nov 2007
NPR, All Things Considered Weekend Edition, interview, May 2002
London BBC World News
Oxford BBC
Australian Broadcasting Radio
British Independent Broadcasting Service
London Broadcasting Corp.
CBC *All Things Considered* (USA & Canada)
CBS News, NY; CKW (Windsor and Detroit); KPFA (Berkeley); KVEN (Santa Barbara), etc.

Magazine Coverage

New Scientist, November 2007
The New Yorker, 2006
Science News 2002, Cover Story June 22, 2002: <http://www.sciencenews.org/20020622/toc.asp>
Figaro Magazine (Paris)
Discover (January 1993: one of *Top 50 Science Stories of 1992*)
Life Magazine, Cover Story (July 1993)
Journal International de Medecine 1992; Time (Australian version) 1992; Science News, 1993;
Geo Magazine, 1993

Newspaper Coverage

New York Times, Dec 2007 <http://www.nytimes.com/2007/12/04/health/research/04beha.html>
The Guardian (London) 2007
Toronto Globe & Mail, Nov 22, 2007
New York Times, June 2002; Front Page, Aug 27 1992 (*Interview*)
Associated Press (*Interview*)
Toronto Star (Canada) (*Interview*)
NRC Handelsblad (Holland)
Athens News (Greece); The Independent (London); la Repubblica (Italy); Washington Post; Los
Angeles Times; Boston Globe; San Jose Mercury (*Interview*); Newsday (New York) (*Interview*);
Arizona Daily Star (*Interview*); Detroit Free Press; etc.

PROFESSIONAL EXPERIENCE

Advisory Editorial Board Member of *Trends in Cognitive Sciences*, 2000-2005

Editorial Board Member of *Cognition*, 2002 –

Associate, *Behavioral and Brain Sciences*, 1995 –

Guest reviewer for: *Child Development*, *Cognition*, *Cognition and Instruction*, *Cognitive Development*, *Cognitive Psychology*, *Current Directions in Psychological Science*, *Developmental Psychology*, *Developmental Science*, *Infancy*, *Infant Behavior and Development*, *Journal of Experimental Child Psychology*, *Journal of Experimental Psychology: Human Perception and Performance*, *Mathematical Cognition*, *Mind and Language*, *Nature*, *Nature Neuroscience*, *Proceedings of the National Academy of Sciences*, *Psychological Bulletin*, *Psychological Science*, *Science*, *Trends in Cognitive Science*, *Trends in Neuroscience*, Harvard University Press, MIT Press, Oxford University Press, The Society for Philosophy and Psychology, The Society for Research in Child Development, The International Conference on Infant Studies, The National Science Foundation, the National Institute of Mental Health.

Professional Societies Memberships

American Psychological Society (Fellow)

Psychonomic Society

Society for Research in Child Development

International Society for Infant Studies

Society for Personality and Social Psychology

Associate, *Behavioral & Brain Sciences*

TEACHING EXPERIENCE

Lecture Courses

Introduction to Psychology

Developmental Psychology

Cognitive Development

Research Methods in Infant Development

Human Reasoning and Rationality

Seminars

Early Social & Emotional Development

Object Cognition in Infants and Adults

Comparative Social Cognition

Evolution and the Social Infant

Parents, Children, and Evolution

Cognitive Development

Origins of Numerical Cognition

Advising

Thesis/dissertation committee member of graduate students in cognitive psychology and developmental psychology, and of students in the Departments of Anthropology (Yale University), Philosophy (University of Arizona), and Nursing (University of Arizona).

Post-doctoral advisor to students in cognitive psychology and developmental psychology

Supervisor for numerous undergraduate Independent Study students

SERVICE

Departmental Service

University of Arizona:

Graduate Student Recruitment Committee, 1991-1997
Chair, Colloquium Committee, 1993-1995
Graduate Curriculum Committee, 1994-1997
Faculty Executive Advisory Committee, 1997

Yale University:

Behavioral Neuroscience junior search committee, 1999-2000
Cognitive junior search committee, 1999-2000
Cognitive senior search committee, 2000-2001
Behavioral Neuroscience senior search committee, 2000-2001, 2001-2002
Diversity Committee 2001-2003, 2007-2009
Developmental senior search committee 2002-2003, 2003-2004
Chair, Developmental junior search committee, 2004-2005, 2005-2006, 2006-2007
Junior Faculty Development (Mentoring) Committee, 2004-2005, 2005-2006
Developmental Area Coordinator, 2007-2008

University Service

University of Arizona:

Member, Social & Behavioral Sciences Research Institute Advisory Committee, 1995-1997

Yale University:

Graduate Career Services Committee 1999-2000
Social Sciences Divisional Committee & Senior Appointments Committee, 2000-2003
Women Faculty Forum, Council Member, 2001-2005
FAS Junior Faculty Fellowships Committee, 2004, 2005, 2006
Member, Human Subjects IRB Committee for the Faculty of Arts and Sciences, 2004-2005
Member, University Advisory Council, Yale-New Haven Teachers Institute, 2004-2006
Chair, Human Subjects IRB Committee for the Faculty of Arts and Sciences, 2005-2007
Social Sciences Advisory and Tenure Appointments Committee, 2007-2009

External Service

NICHD Capitol Hill Education -- met with Senate and House aids to promote increased funding to National Institute of Child Health and Human Development

Dissemination of scientific knowledge to educators and to the lay public via participation in: PBS show "The Human Spark" with Alan Alda (2009); National Geographic "Explorer" show (2007); Today Show (2007); filmed interview and filming of lab by Intelcom for series on Psychology aired in 2006-2007; Discovery Channel documentary on Infant Development in July 2002; NPR interview aired on Weekend Edition of All Things Considered, May 2002; Interview in and Cover Story of Science News, June 22, 2002; Association for Supervision & Curriculum Development module on Development of Mathematical Knowledge and the Brain (2001); French television documentary on "La Bosse des Nombres" (The Number Sense), 2000; London BBC Television documentary on mathematical thought and mathematics education, 1997.

PUBLICATIONS

- vanMarle, K. & Wynn, K. (under review). Tracking and quantifying objects and non-cohesive substances by 10- and 12-month-old infants.
- Hamlin, J., Wynn, K. & Bloom, P. (under review). Three-month-old infants show a negativity bias in social evaluation.
- Hamlin, J., Wynn, K., & Bloom, P. (under review). Reward and punishment in 21-month-olds.
- Kuhlmeier, V., Wynn, K., & Bloom, P. (under review). Nine- and 12-month-olds interpret goal-directed actions based on past interactions.
- Newman, G., Keil, F., Kuhlmeier, V., & Wynn, K. (under revision). Preverbal infants appreciate that only agents can create order.
- Hamlin, J.K., Newman, G., & Wynn, K. (in press). Eight-month-old infants infer unfulfilled goals, despite contrary physical evidence. *Infancy*.
- Cherries, E., Mitroff, S., Wynn, K., & Scholl, B. (in press). Do the same principles constrain persisting object representations in infant cognition and adult perception? The cases of continuity and cohesion. In B. Hood & L. Santos (Eds.), *The Origins of Object Cognition*. Oxford: Oxford University Press.
- vanMarle, K., & Wynn, K. (in press). Infants' auditory enumeration: Evidence for analog magnitudes in the small number range. *Cognition*.
- Yamaguchi, M., Kuhlmeier, V., Wynn, K. & vanMarle, K. (in press). Continuity in social cognition from infancy to childhood. *Developmental Science*.
- Newman, G., Choi, H., Wynn, K., & Scholl, B. (2008). The origins of causal perception: Evidence from postdictive processing in infancy. *Cognitive Psychology*, 57, 262-291.
- Cherries, E., Mitroff, S., Wynn, K., & Scholl, B. (2008). The critical role of cohesion: How splitting disrupts infants' object representations. *Developmental Science*, 11, 427-432.
- Wynn, K. (2008). Some innate foundations of social and moral cognition. In P. Carruthers, S. Laurence & S. Stich (Eds.), *The Innate Mind: Foundations and the Future*. Oxford: Oxford University Press.
- Newman, G., Herrmann, P., Wynn, K., & Keil, F. (2008). Biases towards internal features in infants' reasoning about objects. *Cognition*, 107, 420-432.
- McCrink, K. & Wynn, K. (2008). Mathematical Reasoning. In M. Haith & J. Benson (Eds.), *The Encyclopedia of Infant & Early childhood Development*, Vol. 2, pp. 280-289. Elsevier Press.
- Hamlin, J., Wynn, K., & Bloom, P. (2007). Social evaluation by preverbal infants. *Nature*, 450, 557-559.

- McCrink, K. & Wynn, K. (2007). Ratio abstraction by 6-month-old infants. *Psychological Science*, 18, 740-745.
- Cherries, E., Wynn, K. & Scholl, B. (2006). Interrupting infants' persisting object representations: An object-based limit? *Developmental Science*, 9, F50-F58.
- vanMarle, K. & Wynn, K. (2006). Six-month-old infants use analog magnitudes to represent duration. *Developmental Science*, 9, F41-F49.
- Mitroff, S., Scholl, B., & Wynn, K. (2005). The relationship between object files and conscious perception. *Cognition*, 96, 67-92.
- McCrink, K., & Wynn, K. (2004). Large-number addition and subtraction in infants. *Psychological Science*, 15, 776-781.
- Kuhlmeier, V., Bloom, P., & Wynn, K. (2004). Infants do not see humans as material objects. *Cognition*, 94, 95-103.
- Kuhlmeier, V., Wynn, K., & Bloom, P. (2004). People v. objects: A reply to Rakison & Cicchino. *Cognition*, 94, 109-112.
- Mitroff, S., Scholl, B., & Wynn, K. (2004). Divide and conquer: How object files adapt when a persisting object splits into two. *Psychological Science*, 15, 420-425.
- Kuhlmeier, V., Wynn, K., & Bloom, P. (2003). Attribution of dispositional states by 12-month-old infants. *Psychological Science*, 14, 402-408.
- vanMarle, K., & Wynn, K. (2002). Quantitative reasoning. In *Encyclopedia of Cognitive Science*. Macmillan Publishers.
- Wynn, K. (2002). Number processing and arithmetic. In V. S. Ramachandran (Ed.), *Encyclopedia of the Human Brain*. Academic Press.
- Wynn, K., Bloom, P. & Chiang, W-C. (2002). Enumeration of collective entities by 5-month-old infants. *Cognition*, 83, B55-B62.
- Wynn, K. (2002). Do infants have numerical expectations or just perceptual preferences? *Developmental Science*, 2, 207-209.
- Wynn, K. (2000). Findings of addition and subtraction in infants are robust and consistent: A reply to Wakeley, Rivera and Langer. *Child Development*, 71, 1535-1536.
- Chiang, W-C., & Wynn, K. (2000). Infants' representation and tracking of multiple objects. *Cognition*, 77, 169-195.
- Jackendoff, R., Bloom, P., & Wynn, K., Eds. (1999). *Language, Logic, and Concepts: Essays in Honor of John Macnamara*. Cambridge, MA: MIT Press.
- Wynn, K. & Chiang, W. (1998). Limits to infants' knowledge of objects: The case of magical appearance. *Psychological Science*, 9, 448-455.

- Wynn, K. (1998). Psychological foundations of number: Numerical competence in human infants. *Trends in Cognitive Sciences*, 2, 296-303.
- Sharon, T. & Wynn, K. (1998). Infants' individuation of actions from continuous motion. *Psychological Science*, 9, 357-362.
- Wynn, K. (1998). An evolved capacity for number. In D. Cummins and C. Allen (Eds.), *The Evolution of Mind*. Oxford: Oxford University Press.
- Wynn, K. (1998). Numerical competence in infants. In C. Donlan (Ed.), *The Development of Mathematical Skills*, pp. 3-25. East Sussex, UK: Psychology Press Ltd.
- Bloom, P. & Wynn, K. (1997). Linguistic cues in the acquisition of number words. *Journal of Child Language*, 24, 511-533.
- Wynn, K. (1997). Competence models of numerical development. *Cognitive Development*, 12, 333-339.
- Wynn, K. (1996). Infants' individuation and enumeration of actions. *Psychological Science*, 7, 164-169.
- Wynn, K. (1995). Infants possess a system of numerical knowledge. *Current Directions in Psychological Science*, 4, 172-177.
- Reprinted (2000) in K. Lee (Ed.), *Childhood Cognitive Development: The Essential Readings*. Oxford: Blackwell Publishers.
- Reprinted (1998) in S. Shettleworth (Ed.), *Cognition, evolution, and behavior*. Oxford: Oxford University Press.
- Wynn, K. (1995). Origins of numerical knowledge. *Mathematical Cognition*, 1, 35-60.
- Bloom, P. & Wynn, K. (1994). The real problem with constructivism. *Behavioral and Brain Sciences*, 17, 707-708.
- Wynn, K. (1993). Evidence for unlearned numerical competence. *Proceedings of the Joint Annual Meeting of the Western Psychological Association and the Rocky Mountain Psychology Association*, Vol. 2.
- Wynn, K. (1992). Addition and subtraction by human infants. *Nature*, 358, 749-750.
- Reprinted (2000) in D. Muir and A. Slater (Eds.), *Infant Development: The Essential Readings*. Oxford: Blackwell Publishers.
- Reprinted (2000) in *Instructors' Resource Manual to Kathleen Berger's The Developing Person Through Childhood and Adolescence*, by R. Straub. Worth Publishers.
- Reprinted (1998) in J. DeLoache (Ed.), *Current Readings in Child Development*, 3rd edition. Allyn & Bacon.

Reprinted (1994) in J. DeLoache (Ed.), *Current Readings in Child Development, 2nd edition*. Allyn & Bacon.

Translated and printed in *le Journal International de Medecine* as: Wynn, K. (1992). Capacites d'addition et de soustraction chez le nourrisson. *No. 245*, 16 Septembre, 25-28.

Wynn, K. (1992). Children's acquisition of the number words and the counting system. *Cognitive Psychology*, *24*, 220-251.

Wynn, K. (1992). Evidence against empiricist accounts of the origins of numerical knowledge. *Mind & Language*, *7*, 315-332.

Reprinted (1994) in D. Papalia & D. Olds (Eds.), *A Child's World: Infancy Through Adolescence*. McGraw-Hill.

Reprinted (1993) in A. Goldman (Ed.), *Readings in Philosophy and Cognitive Science*. Cambridge, MA: MIT Press.

Wynn, K. (1992). Issues concerning a nativist theory of numerical knowledge. *Mind & Language*, *7*, 367-381.

Wynn, K. & Bloom, P. (1992). The origins of psychological axioms of arithmetic and geometry. *Mind & Language*, *7*, 409-416.

Wynn, K. (1992). Il neonato sapiens sapiens. *La Repubblica*, November 11, p. 36. (2000-word article solicited by *La Repubblica*, an Italian daily newspaper with readership of 5 million.)

Wynn, K. (1990). Children's understanding of counting. *Cognition*, *36*, 155-193.

PRESENTATIONS

Invited Conference, Symposium, & Workshop Presentations

- Wynn, K. (2008). Presentation at the *(British) Arts & Humanities Research Council's Culture and The Mind Project Workshop*, "Norms and Moral Psychology," New Brunswick NJ, January 18-20.
- Wynn, K. (2006). Early understanding of the social world. Keynote address to the New England Mini-Conference on Infant Studies, March 11.
- Wynn, K. (2005). The concept of self in developmental psychology and social psychology. Presentation given to the Annual Yale-Harvard Developmental Social Psychology Workshop, New Haven, May 13-14.
- Wynn, K. (2004). Three invited lectures on The Origins of Understanding of Actions and Intentionality, presented at the Central European University, Budapest, July 4-15.
- Wynn, K. (2004). Smiling behavior in infants: Evolutionary considerations. Presentation given to the Collegium, Budapest, July 25.
- Wynn, K. (2003). Origins of numerical knowledge. Invited presentation to the Young Presidents Organization, Mohegan Reservation, June 12.
- Wynn, K. (2003). Origins of numerical knowledge. Invited presentation to the Association of Yale Alumni, New Haven, June 7.
- Wynn, K. (2003) Infants' early arithmetic knowledge. Presentation at OECD CERI, Brockton, Massachusetts, January 29-31.
- Wynn, K. (2002). Numerical capacities in infants. Invited Address, International Conference on Infant Studies, Toronto, April 18-21.
- Wynn, K. (2001). Early mechanisms of cognition: Number and Objects. Invited presentation at the Hanse Institute for Advanced Study in Bremen conference, "Foundations of Human Knowledge acquisition: Contributions from infancy research and neuroscience", Bremen, June 8-10.
- Wynn, K. (2000). Origins of numerical knowledge. Invited Awards Address at the American Psychological Association Convention, Washington D.C., Aug 04.
- Wynn, K. (2000). Psychological foundations of numerical thought. Presentation at the Ecole Normal Supérieure de Paris conference for the World Mathematical Year 2000, "Mathematics and Philosophy", Paris, May 22-27.
- Wynn, K. (1999). Some surprising limitations to infants' reasoning about objects: Object-tracking processes and infants' appreciation of object principles. Invited presentation at

- the Rutgers Symposium on Learning II: "Object Cognition: Underlying Mechanisms and their Origins", Rutgers University Center for Cognitive Science, May 21-22.
- Wynn, K. (1997). Infants' numerical competence really is numerical: Evidence from "zero". Invited presentation at the Workshop on the Cognitive Neuropsychology of Number, University College London, December 6.
- Wynn, K. (1997). Infants and intentionality. Invited presentation at the Symposium on Developmental Processes in Early Social Cognition, University of Michigan, April 26.
- Wynn, K. (1995). An unlearned system of numerical knowledge. Invited presentation at The Jane Goodall Foundation Annual "Chimpanzee" Conference on Primate Cognition & Behavior, Tucson, October 31.
- Wynn, K. (1995). An unlearned system of numerical knowledge. Invited Keynote Address to the International Conference on Language and Mathematical Thinking: Current Issues in Developmental, Neuropsychological and Educational Research, London, Sept 27-28.
- Wynn, K. (1995). Numerical Competence in Infancy. Invited presentation at a Workshop of the Institute of Cognitive and Decision Sciences, "Cognitive Neuroscience and Education", University of Oregon, Eugene, Oregon, June 2-5.
- Wynn, K. (1994). Origins of numerical knowledge. Invited presentation at the International Interdisciplinary Workshop on Mathematical Cognition, "*Concepts of Number and Simple Arithmetic*", at the Scuola Internazionale Superiore di Studi Avanzati, Trieste, December 10-14.
- Wynn, K. (1994). Numerical competence and development in infants. Invited presentation at the Annual Meeting of the Arizona Psychological Association, October 7-9.
- Wynn, K. (1994). Representations of number and other quantities in infants. Invited presentation at the University of Toronto Annual Psychology Symposium: 1994 topic, "*Object and event representation in infancy*", Toronto, March 25.
- Wynn, K. (1994). Biological constraints on number concepts. Invited presentation at the Flinn Foundation Biomedical Research Symposium: *Arizona Biomedical Research '94*, Phoenix, March 11-12.
- Wynn, K. (1993). Evidence for unlearned numerical competence. Invited address to the Western Psychological Association/Rocky Mountain Psychological Association Joint Convention, Phoenix, April 23-25.

Submitted Conference Presentations

- Hamlin, J., Wynn, K., & Bloom, P. (2009). Twenty-month-olds reward prosocial others; punish antisocial others. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, April 2-4.

- Hamlin, J. & Wynn, K. (2009). Sixteen-month-olds match the food preferences of prosocial others; not antisocial others. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, April 2-4.
- Mahajan, N. & Wynn, K. (2009). Minimal groups in infancy. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, April 2-4.
- Wynn, K. (2008). Babies' responses to potentially threatening people. Paper presented at the Biennial Meeting of the International Conference on Infant Studies, Vancouver, April 2008.
- Hamlin, J.K. & Wynn, K. (2008). Infants prefer those who act prosocially: Further evidence. Poster presented at the Biennial Meeting of the International Conference on Infant Studies, Vancouver, April 2008.
- Hamlin, J.K., Wynn, K., & Bloom, P. (2008). Origins of social evaluation. Paper presented at the Biennial Meeting of the International Conference on Infant Studies, Vancouver, April 2008.
- Cherries, E. W. & Wynn, K. (2007). Supports and constraints on infants' object representations. Paper presented at the N-SRCD Preconference, Boston, March 28.
- Hamlin, J., Wynn, K., & Bloom, P. (2007). Moral evaluation by preverbal infants. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, March 29-April 01.
- Hamlin, K., Santos, L., Wynn, K., & Bloom, P. (2007). Attribution of dispositional states by rhesus macaques. Poster presented at the Biennial Meeting of the Society for Research and Child Development, Boston, March 29-April 01.
- Herrmann, P., Newman, G., & Wynn, K. (2007). Infants bias intrinsic features to predict an object's future behavior. Poster presented at the Biennial Meeting of the Society for Research and Child Development, Boston, March 29-April 01.
- McCrink, K., & Wynn, K. (2007). Operational Momentum: An interaction of number and space in young infants. Poster presented at the Biennial Meeting of the Society for Research and Child Development, Boston, March 29-April 01.
- Melamed, K., Hamlin, K., Newman, G., & Wynn, K. (2007). 8-month-old infants infer unfulfilled goals, despite contrary physical evidence. Poster presented at the Biennial Meeting of the Society for Research and Child Development, Boston, March 29-April 01.
- Newman, G., Keil, F., Wynn, K. (2007). Inferring agents from deviations in regularity. Poster presented at the Biennial Meeting of the Society for Research and Child Development, Boston, March 29-April 01.
- Newman, G., Cherries, E., Wynn, K. (2007). Tracking agents' dispositions: Surface features or spatiotemporal cues? Poster presented at the Biennial Meeting of the Society for Research and Child Development, Boston, March 29-April 01.

- Yamaguchi, M., Kuhlmeier, V., Wynn, K., & vanMarle, K. (2006). Infant social cognition tasks, not nonsocial tasks, correlate with preschool social cognition. Poster presented at the Annual Conference of the American Psychological Society, May 26-28.
- Wynn, K. (2006). Social evaluation (and categorization?) in infancy. Paper presented at the Annual Meeting of the Society for Personality and Social Psychology, Palm Springs, January 26.
- Wynn, K. & LaFrance, M. (2005). Coy smiling in infants: An affiliation/appeasement signal? Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, April 7-10.
- Newman, G., Kuhlmeier, V., Keil, F., & Wynn, K. (2005). 12 Month-Olds Know That Agents Defy Entropy: Exploring the Relationship Between Order and Intentionality. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, April 7-10.
- Kuhlmeier, V., Wynn, K., Bloom, P., & DeCoste, C. (2005). What Makes a Ball an Agent? Infants' Detection of Goal-Directed Entities. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, April 7-10.
- McCrink, K., & Wynn, K. (2005). Large Number Addition and Subtraction by 9-Month-Old Infants: Calculating Distant and Close Outcomes. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, April 7-10.
- McCrink, K., & Wynn, K. (2005). Analog Magnitudes and Numerical Operations During Infancy. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, April 7-10.
- Mitroff, S., Wynn, K., & Scholl, B. (2005). Exploring Persisting Object Representations With Infants and Adults. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, April 7-10.
- Mitroff, S., Wynn, K., & Scholl, B. (2004). 'Bouncing vs. streaming' as a measure of infants' dynamic object individuation. Poster presented at the International Conference on Infant Studies, Chicago, May 5-8.
- Kuhlmeier, V., Bloom, P., & Wynn, K. (2004). Five-month-olds do not see humans as material objects. Poster presented at the International Conference on Infant Studies, Chicago, May 5-8.
- Kuhlmeier, V., Wynn, K., & Bloom, B. (2004). Reasoning about present dispositions based on past interactions. Paper presented at the International Conference on Infant Studies, Chicago, May 5-8.
- McCrink, K., & Wynn, K. (2004). Large number addition and subtraction by human infants. Poster presented at the International Conference on Infant Studies, Chicago, May 5-8.

- McCrink, K., & Wynn, K. (2004). Ratio abstraction by human infants. Poster presented at the International Conference on Infant Studies, Chicago, May 5-8.
- Cherries, E., Wynn, K., Scholl, B. (2004). Limits on the number of active object indexes in infancy. Poster presented at the International Conference on Infant Studies, Chicago, May 5-8.
- VanMarle, K., & Wynn, K. (2004). Infants' ordinal judgements: choosing the larger of two continuous quantities. Poster presented at the International Conference on Infant Studies, Chicago, May 5-8.
- Mitroff, S., Scholl, B., & Wynn, K. (2003). The relationship between object files and conscious perception. Poster presented at the annual meeting of the Vision Science Society, Tampa, May.
- Cherries, E. & Wynn, K. (2003). Number not volume: Infants use property contrasts for quantifying objects. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, April 24-27.
- Kuhlmeier, V. & Wynn, K. (2003). Infants' understanding of intentionality: When, how, how much? Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, April 24-27.
- Kuhlmeier, V., Wynn, K., & Bloom, P. (2002). Infants attribute dispositional states to agents. Poster presented at the International Conference on Infant Studies, Toronto, April 18-21.
- vanMarle, K. & Wynn, K. (2002). 7-month-olds' sensitivity to number in the auditory domain. Poster presented at the International Conference on Infant Studies, Toronto, April 18-21.
- Wynn, K. (2002). Discussant on symposium, "The Development of Numerical Knowledge," at the International Conference on Infant Studies, Toronto, April 18-21.
- vanMarle, K. & Wynn, K. (2002). Young children's sensitivity to magical events. Poster presented at the International Conference on Infant Studies, Toronto, April 18-21.
- Wynn, K., vanMarle, K., & DeCoste, C. (2001). Duration Discrimination in 6-month-olds: Implications for Theories of Early Numerical Cognition. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, April 19-22.
- VanMarle, K. & Wynn, K. (2001). Preschoolers' Detection of Magical Events. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, April 19-22.
- Wynn, K. (2000). Numerical Cognition in Infants: Evidence for a Dedicated Number Mechanism. Paper presented at the International Conference on Infant Studies, Brighton, July 16-19.

- Wynn, K. (2000). Discussant on symposium, "Reasoning about Function: Perspectives from Infant, Preschool and Non-human Primate Research," at the International Conference on Infant Studies, Brighton, U.K., July 16-19.
- Wynn, K. (2000). Discussant on symposium, "The Development of Object Individuation in Infancy," at the International Conference on Infant Studies, Brighton, U.K., July 16-19.
- Sharon, T. & Wynn, K. (2000). Mechanisms for parsing motion: The role of tangent discontinuities in infants' individuation of actions. Poster presented at the International Conference on Infant Studies, Brighton, U.K., July 16-19.
- Wynn, K. (1999). Infants' knowledge of object principles: The role of object-tracking processes. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, April 15-18.
- Wynn, K., & Chiang, W-C. (1999). Countable individuals: Infants' individuation of collective entities. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, April 15-18.
- Chiang, W.-C., & Wynn, K. (1998). Infants' representation of objects: Evidence from collections. Poster presented at the Biennial Meeting of the International Conference on Infant Studies, Atlanta, April 2-5.
- Wynn, K. (1998). Arguments against non-numerical accounts of infants numerical competence. Paper presented at the Biennial Meeting of the International Conference on Infant Studies, Atlanta, April 2-5.
- Wynn, K., & Chiang, W-C. (1998). Limits to object knowledge in 8-month-olds. Poster presented at the Biennial Meeting of the International Conference on Infant Studies, Atlanta, April 2-5.
- Chiang, W. & Wynn, K. (1997). Infants track and reason about collections differently from individual objects. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Washington D.C., April 3-6.
- Sharon, T. & Wynn, K. (1997). Infants' individuation and enumeration of heterogeneous action sequences. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Washington D.C., April 3-6.
- Chiang, W. & Wynn, K. (1996). Understanding of collections in 8-month-olds. Poster presented at the International Conference on Infant Studies, Rhode Island, April 19-21.
- Wynn, K. (1995). Individuation and quantification in infants. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, March 30-April 02.
- Wynn, K. (1993). Infants' ability to compute numerical transformations. Paper presented at the Biennial Meeting of the Society for Research in Child Development, New Orleans, March 25-28.

- Bloom, P., Wynn, K. & Kemtes, K. (1992). Acquisition of quantifier meanings. Paper presented at the Annual Boston University Conference on Language Development, Boston, October 23-25.
- Wynn, K. (1991). Psychological evidence against empiricist theories of mathematical knowledge. Paper presented at the Annual Meeting of the Society for Philosophy and Psychology, San Francisco, June 9-11.
- Wynn, K. (1991). Children's acquisition of the meanings of number words. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, April 18-20.
- Wynn, K. (1991). Counting and children's representation of number. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, April 18-20.
- Wynn, K. (1989). The origins of counting principles. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Kansas City, April 27-30.
- Wynn, K. (1989). Acquisition of the cardinality principle. Paper presented at the 60th Annual Eastern Psychological Association conference, Boston, March 30 - April 2.

Invited Colloquia

- Quinnipiac University, Department of Psychology Annual Colloquium, 2009
University of Maryland, Cognitive Science Colloquium Series, 2009
New York University, Department of Psychology Colloquium Series, 2008
University of British Columbia, Department of Psychology Colloquium Series, 2008
Yonsei University, Department of Psychology, Seoul, Korea 2006
Korea University, Faculty Address, 2006
University of Arizona, Department of Psychology, 2005
Harvard University, Department of Psychology, 2005
University of Connecticut, Department of Psychology, 2005
Yale University, Mind Brain Culture & Consciousness Seminar, 2005
McGill University, Department of Psychology, 2004
Brown University, Department of Human Development, 2004
Vassar College, Department of Psychology, 2003
Massachusetts Institute of Technology, Dept. Brain & Cognitive Sciences, 2002
Northeastern University, Department of Psychology, 2002
Yale University Behavioral Neuroscience Speaker Series, 2001
Rutgers University Department of Cognitive Science, 2001
Harvard University Psychology Department Seminar, 2000
Brown University Department of Cognitive and Linguistics Sciences Colloquium, 2000
University of Massachusetts - Amherst Five-College Cognitive Science Colloquium, 2000
University of Pennsylvania Institute for Research in Cognitive Science Colloquium, 2000
Columbia University Seminar on the Psychobiology of Animal Cognition, New York, 2000
Yale University Developmental Brown Bag Speaker Series, New Haven, 1999
NYU Developmental Psychology Lab Meeting Series, New York, 1999
Stanford University Developmental Psychology Brown Bag Series, Palo Alto, 1998

Stanford University Psychology Department Colloquium Series, Palo Alto, 1998
University of Arizona Cognitive Science Series, Tucson, 1998
Yale University Psychology Department, New Haven, 1998
Birkbeck College Psychology Department, London, 1998
Oxford University Cognitive Science Seminar Series, Oxford, 1998
University of Portsmouth Psychology Department Seminar Series, Portsmouth, 1998
London Institute of Education Seminar Series, London, 1998
Birkbeck College Psychology Department Language Research Seminar, London, 1998
Oxford University Psychology Department Colloquium Series, Oxford, 1998
University College London Department of Psychology Colloquium Series, London, 1998.
Laboratoire des Science Cognitives et Psycholinguistique and INSERM, Paris, 1998
Royal Holloway College Department of Psychology Colloquium Series, London, 1997
Essex University Department of Psychology Colloquium Series, 1997
University of Exeter Department of Psychology Colloquium Series, 1997
Medical Research Council Cognitive Development Unit Colloquium, London, 1997
Medical Research Council Cognitive Development Unit Scientific Meeting, London, 1997
University of Arizona Department of Family Studies Colloquium Series, 1996
Medical Research Council Cognitive Development Unit, London, 1995.
Laboratoire des Sciences Cognitives et Psycholinguistiques, Paris, 1994
Max Planck Institut für Psycholinguistik, Nijmegen, 1994
Medical Research Council Cognitive Development Unit, London, 1994
University of New Mexico Depts of Psychology & Linguistics, Albuquerque, 1994
University of Chicago Harris Center for Developmental Studies, Chicago, 1991
University of Arizona Cognitive Science Colloquium Series, 1991
Cornell University Department of Psychology Colloquium Series, Ithaca, NY, 1990
Massachusetts General Hospital Neurolinguistics Laboratory, Boston, 1990.
Northwestern University Department of Psychology Colloquium, Evanston, 1990
University of Arizona Department of Psychology Colloquium Series, Tucson, 1990
University of Rochester Department of Psychology Colloquium, Rochester, 1990