

CURRICULUM VITAE

SUSAN E. CAREY

CITIZENSHIP: United States

EDUCATION

Harvard University, Ph.D., 1971
London University, Fulbright Fellowship, 1965
Radcliffe College, B.A., 1964

FELLOWSHIPS AND HONORS

APS Mentor Award 2020
Atkinson Prize, National Academy of Sciences, 2020
APA Division 7 Mentor Award 2013
Cognitive Development Society Book Award 2011
Eleanor Maccoby Award for the Best Book in Developmental Psychology (APA) 2010
Ottawa Township High School Hall of Fame, 2009
APA Distinguished Scientific Achievement Award, 2009
The David E. Rumelhart Prize, 2009
The British Academy, Corresponding Fellow, 2007
American Philosophical Society, 2007
National Academy of Sciences, 2002
APS William James Fellow, 2002
American Academy of Arts and Sciences, 2001
Society for Experimental Psychology, 1999
National Academy of Education, 1999
Guggenheim Fellowship, 1999-2000
George A. Miller Lecturer, 1998. Society of Cognitive Neuroscience
Nicod Prize, Paris, 1998
Cattell Fellowship, 1995-1996
Fellow: Institute for Advanced Studies in the Behavioral Sciences, 1984-1985
Sloane Fellow, University of California, Berkeley, 1980-1981
Radcliffe Institute Fellowship, 1976-1978

PROFESSIONAL EXPERIENCE

Academic Positions

2023- Henry A. Morss Jr. and Elizabeth W. Morss Research Professor of
Psychology, Harvard University

2004- 2023	Henry A. Morss Jr. and Elizabeth W. Morss Professor of Psychology, Harvard University
2001-2003	Professor, Harvard Department of Psychology
1996-2001	Professor, NYU Department of Psychology
1984-1996	Professor, MIT Department of Brain and Cognitive Sciences
1977-1984	Associate Professor, MIT Psychology Department
1972-1977	Assistant Professor, MIT Psychology Department
1974-1975	Adjunct Assistant Professor, Rockefeller University
1971-1972	Lecturer, Harvard University Psychology Department

PSYCHOLOGY PUBLICATIONS

Books and Monographs

Carey, S. (1985). *Conceptual Change in Childhood*. Cambridge, MA: Bradford Books, MIT Press.

S. Carey & R. Gelman, Eds. (1991). *The Epigenesis of Mind: Essays on Biology and Cognition*. Hillsdale, NJ: Erlbaum.

Astuti, R., Solomon, G., & Carey, S. (2004). *Constraints on Conceptual Development: A Case Study of the Acquisition of Folkbiological and Folksociological Knowledge in Madagascar*. Monographs of the Society for Research in Child Development.

Carey, S. (2009). *The Origin of Concepts*. New York: Oxford University Press.

Chapters in Books (* = student)

Carey, S. (1974). Cognitive Competence. In K.J. Connolly & J.S. Bruner (eds.), *The Growth of Competence*. New York: Academic Press, 169-193.

Carey, S. (1978). The biological basis of cognitive development. In S. Brainard (ed.), *Learning Disabilities: Issues and Recommendations for Research*. National Institutes of Education, 14- 31.

Carey, S. (1978). Less may never mean more. In R. Campbell & P. Smith (eds.), *Recent Advances in the Psychology of Language*. New York: Plenum Press, 109-132.

Carey, S. (1978). The child as word learner. In J. Bresnan, G. Miller and M. Halle (eds.), *Linguistic Theory and Psychological Reality*. Cambridge, MA: MIT Press, 264-293.

Carey, S. (1978). A case study: Face recognition. In E. Walker (ed.), *Explorations in the Biology of Language*. Montgomerly, VT: Bradford Books, 175-201.

- Leehey, S*, & Carey, S. (1978). Up front, the acquisition of a concept and a word. *Proceedings of the Stanford Child Language Conference*, 15, 45-56.
- Carey, S., & Bartlett, E. (1978). Acquiring a single new word. *Proceedings of the Stanford Child Language Conference*, 15, 17-29.
- Carey, S. (1980). Maturational factors in human development. In D. Kaplan (ed.), *Biological Bases of Mental Processes*. Cambridge, MA: MIT Press, 1-7.
- Carey, S., & Diamond, R. (1980). Maturational determination of the developmental course of face coding. In D. Kaplan (ed.), *The Biological Bases of Cognitive Processes*. Cambridge, MA: MIT Press, 60-93.
- Carey, S. (1981). The development of face perception. In G. Davies, H. Ellis & J. Shephard (eds.), *Perceiving and Remembering Faces*, New York: Academic Press, 9-38.
- Carey, S. (1982). Face perception: anomalies of development. In S. Strauss (ed.), *U-Shaped Curves in Development*. New York: Academic Press, 169-190.
- Carey, S. (1982). Semantic development, state of the art. In L. Gleitman and E. Wanner (eds.), *Language Acquisition, State of the Art*. Cambridge: Cambridge University Press, 347-389.
- Carey, S. (1983). Constraints on the meanings of natural kind terms. In T. Seiler and W. Wannenmacher (eds.), *Concept Development and the Development of Word Meaning*. Berlin: Springer, 126-146.
- Wiser, M*. & Carey, S. (1983). When heat and temperature were one. In D. Gentner and A. Stevens (eds.), *Mental Models*. Hillsdale, NJ: Erlbaum, 267-297.
- Carey, S. (1984). Cognitive development: the descriptive problem. M. Gazzaniga (ed.), *Handbook for Cognitive Neuroscience*. Plenum, 37-66.
- Carey, S. (1985). Constraints on semantic development. In J. Mehler (ed.), *Neonate Cognition*. Hillsdale, NJ: Erlbaum, 381-398.
- Carey, S. (1985). Are children fundamentally different kinds of thinkers and learners from adults? In S.F. Chipman, J.W. Segal & R. Glaser (eds.), *Thinking and Learning Skills*, 2. Hillsdale, NJ: Erlbaum, 485-517. Reprinted by Open University Press: *Open University Readings in Cognitive Development*.
- Carey, S. (1987). Theory change in childhood. In B. Inhelder, D. Caprona & A. Cornce-Wells (eds.), *Piaget Today*. Hillsdale, NJ: Erlbaum, 141-163.

- Carey, S. (1988). Lexical Development: The Rockefeller Years. In B. Hirst (ed.), *The Making of Cognitive Science: Essays in Honor of George A. Miller*. Cambridge: Cambridge University Press, 197-209.
- Carey, S. (1988). Cognitive development in childhood. In S. Schiffer and S. Steele (eds.), *Cognition and Representation*. Westview Press, 131-160.
- Carey, S. (1988). Why Jane and Johnny aren't learning science. Washington, DC: Federation of Behavioral, Psychological, and Cognitive Sciences: Science and Public Policy Seminars.
- Carey, S. (1988). Reorganization of knowledge in the course of Acquisition. In S. Strauss (ed.), *Ontogeny, Phylogeny, and Historical Development*, Human Development Series, Vol. 2: The Tel Aviv Annual Workshop in Human Development. Norwood, NJ: Ablex, 1-27.
- Carey, S. (1990). Cognitive development. In D. Osherson & E. Smith (eds.), *Invitation to Cognitive Science*, 3. Bradford Books, MIT Press, 147-172.
- Carey, S. (1990). On some relations between the description and the explanation of Developmental change. In G. Butterworth and P. Bryant (eds.), *Causes of Development*, Interdisciplinary Perspectives. New York: Harvester Wheatsheaf, 135-157.
- Gallistel, R., Brown, A., Carey, S., Gelman, R., & Keil, F. (1991). Lessons from animal learning for the study of cognitive development. In S. Carey & R. Gelman (eds.), *The Epigenesis of Mind: Essays in Biology and Cognition*. Hillsdale, NJ: Erlbaum, 3-36.
- Carey, S. (1991). Knowledge acquisition: enrichment or conceptual change? In S. Carey & R. Gelman (eds.), *The Epigenesis of Mind: Essays in Biology and Cognition*. Hillsdale, NJ: Erlbaum, 257-291.
- Carey, S. (1992). Ontology and meaning: two contrasting views. In E. Dromi (ed.), *Language and Cognition: A Developmental Perspective*. Norwood, NJ: Ablex, 88-103.
- Carey, S. (1993). The origin and evolution of everyday concepts. In R. Giere (ed.), *Cognitive Models of Science (Minnesota Studies in the Philosophy of Science, Vol. XV)*. Minneapolis: University of Minnesota Press, 89-128.
- Carey, S. (1993). Speaking of objects, as such. In G. Harman (ed.), *Conceptions of the Mind: Essays in Honor of G.A. Miller*. Hillsdale, NJ: Erlbaum, 139-159.
- Carey, S., & Spelke, E.S. (1994). Domain specific knowledge and conceptual change. In L. Hirschfeld & S. Gelman (eds.), *Mapping the Mind: Domain Specificity in Cognition and Culture*. Cambridge: Cambridge University Press, 169-200.

Carey, S. (1995). On the origins of causal understanding. In D. Sperber, D. Premack, and A.J. Premack (eds.), *Causal Cognition*. Oxford: Clarendon Press, 268-308.

Carey, S. (1995). Continuity and discontinuity in cognitive development. In D.N. Osherson (ed.), *An Invitation to Cognitive Science, Vol. 3: Thinking*. Cambridge, MA: MIT Press, 101-129.

Carey, S. (1996). Perceptual classification and expertise. In R. Gelman and T. Au (eds.), *Handbook of Perception and Cognition: Perceptual and Cognitive Development*; New York: Academic Press, 49-69.

Carey, S. (1996). Cognitive domains as modes of thought. In D. Olson (ed.), *Modes of Thought*. Cambridge: Cambridge University Press, 187-215.

Carey, S. (1998). Knowledge of Number: Evolutionary and Ontogenetic Origins. In M. S. Gazzaniga & J. S. Altman (eds.), *Brain and Mind: Evolutionary Perspectives*. Strasbourg: Human Frontier Science Program, 131-149.

Hauser, M., & Carey, S. (1998). Building a cognitive creature from a set of primitives: Evolutionary and developmental insights. In C. Allen & D. Cummings (eds.), *The Evolution of Mind*. Oxford: Oxford University Press, 51-106.

Carey, S. (1999). Sources of conceptual change. In E. K. Scholnick, K. Nelson, S. A. Gelman & P. Miller (eds.), *Conceptual Development: Piaget's Legacy*. Hillsdale, NJ: Erlbaum, 293-326.

Carey, S. & Xu, F*. (1999). Sortals and kinds: an appreciation of John Macnamara. In R. Jackendoff, P. Bloom, & K. Wynn, (eds.). *John Macnamara: On the Border*. Cambridge, MA: MIT Press, 311-336.

Slaughter, V*, Jaakkola, K*, & Carey, S. (1999). Constructing a coherent theory. Children's biological understanding of life and death. In M. Siegel & C. Peterson (eds.) *Children's Understanding of Biology and Health*. Cambridge: Cambridge University Press, 71-98.

Carey, S., & Markman, E. (1999). Cognitive Development. In R.E. Rumelhart & B.O. Martin (eds.), *Handbook of Cognition and Perception, Vol. 1: Cognitive Science*, 201-254.

Carey, S. & Johnson, S*. (2000). Metarepresentation and conceptual change: Evidence from Williams Syndrome. In Sperber, D. (ed.), *Metarepresentation*. Cambridge: Cambridge University Press, 225-264.

Carey, S. (2001). Whorf vs. Continuity Theorists: Bringing data to bear on the debate. In M. Bowerman and D. Levinson (eds.), *Cross-linguistic variation in the cognitive substrate of language*. Cambridge: Cambridge University Press, 155-214.

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Saxe, R., Carey, S., & Kanwisher, N. (2004). Understanding other minds: Linking developmental psychology and functional neuroimaging. In S. T. Fiske, D. L. Schacter, & C. Zahn-Waxler (eds.), *Annual Review of Psychology, volume 55*. Palo Alto, CA: Annual Reviews, 87-125.

Keleman, D. & Carey, S. (2007). The essence of artifacts: Developing the design stance. In E. Margolis & S. Lawrence (eds.), *Creations of the Mind: Theories of Artifacts and Their Representation*. New York: Oxford University Press, 212-230.

Rosenberg, R.D.*, & Carey, S. (2009). Infants' representations of material entities. In B.M. Hood and L.R. Santos (Eds.), *The Origins of Object Knowledge*. New York: Oxford University Press, 165-188.

Carey, S. (2010). The making of an abstract concept: Natural number. In D. Mareschal, P. C. Quinn, & S. E. G. Lea (Eds.), *The Making of Human Concepts*. New York: Oxford University Press, 265-294.

Baillargeon, R. & Carey, S. (2012). Core cognition and beyond: The acquisition of physical and numerical knowledge. In S. M. Pauen (Ed.), *Early Childhood Development and Later Outcome*. New York: Cambridge University Press, 33-65.

Thomsen, L.* & Carey, S. (2013). Core Cognition of relational models. In M. R. Banaji and S. A. Gelman (Eds.), *Navigating the Social World: What Infants, Children, and Other Species Can Teach Us*. New York: Oxford University Press, 17-22.

Carey, S. (2015). Why theories of concepts should not ignore the problem of acquisition. In E. Margolis & S. Laurence (eds). *Concepts: New Directions*. Cambridge: MIT Press, 415-454.

Carey, S. (2016). Building a unique network of enterprises. In R. J. Sternberg, Susan T. Fiske, and Donald J. Foss (eds). *Scientists Making a Difference: One Hundred Eminent*

Behavioral and Brain Scientists Talk about their Most Important Contributions.
Cambridge, UK: Cambridge University Press.

Papers in Refereed Journals

Alexander, C.W.F., & Carey, S. (1968). Subsymmetries. *Perception and Psychophysics*, 4(2), 73-77.

Chipman, S., & Carey, S. (1975). Anatomy of a stimulus domain: The relation between multidimensional and unidimensional scaling of noise bands. *Perception and Psychophysics*, 17, 417-424.

Carey, S., & Diamond, R. (1977). From piecemeal to configurational representation of faces. *Science*, 195, 312-313.

Carey, S., & Diamond, R. (1977). Developmental changes in the representation of faces. *Journal of Experimental Child Psychology*, 23, 1-22.

Leehey, S. *, Carey, S., Diamond, R., & Cahn, A*. (1978). Upright and inverted faces: The right hemisphere knows the difference. *Cortex*, 14(3), 411-420.

Dricker, J., Butters, N., Berman, G., Samuels, I., & Carey, S. (1978). The recognition and encoding of faces by alcoholic Korsakoff and right hemisphere patients. *Neuropsychologia*, 16, 683-695.

Mann, V*, Diamond, R., & Carey, S., (1979). Development of voice recognition: Parallels with face recognition. *Journal of Experimental Child Psychology*, 27, 153-165.

Woods, B., & Carey, S. (1979). Language deficits after apparent clinical recovery from childhood aphasia. *Annals of Neurology*, 6, 405-409.

Carey, S., Diamond, R., & Woods, B. (1980). The development of face recognition--a maturational component? *Developmental Psychology*, 16(4), 257-269.

Levine, S*, & Carey, S. (1982). Up front: Acquisition of a concept and a word. *Journal of Child Language*, 9, 645-657.

Diamond, R., Carey, S., & Black K. (1983). Genetic influences on the development of spatial skills during early adolescence. *Cognition*, 13, 167-185.

Smith, C*, Carey, S., & Wiser, M*. (1985). On differentiation: a case study of the development of size, weight, and density. *Cognition*, 21 (3), 177-237.

Diamond, R., & Carey, S. (1986). Why faces are and are not special: an effect of expertise. *Journal of Experimental Psychology: General*, 115(3), 107-117.

Grossman, M*., Carey, S., Zurif, E., & Diller, L. (1986). Proper and common nouns: Form class judgments in Broca's aphasia. *Brain and Language*, 28, 114-125.

Carey, S. (1986). Cognitive science and science education. *American Psychologist*, 41, 1123-1130.

Reprinted in Open University Press, Readings in the Psychology of Education and in C. Hedley, J. Houtz, & A. Baratta (eds.), *Cognition, Curriculum, and Literacy* Norwood, NJ: Ablex, 1990.

Rhodes, G., Brennan, S., & Carey, S. (1987). Identification and ratings of caricatures: implications for mental representations of faces. *Cognitive Psychology*, 19(4), 473-479.

Grossman, M.*., and Carey, S. (1987). Selective Word-Learning Deficits in Aphasia. *Brain and Language*, 32, 306-324.

Carey, S. (1988). Conceptual differences between children and adults. *Mind and Language*, 3, 167-181.

Carey, S., Evans, R*., Honda, M*., Unger, C*., & Jay, E*. (1989). An experiment is when you try and see if it works: middle school conception of science. *International Journal of Science Education*, 11, 514-529.

Shapiro, L., Zurif, E., Carey, S., & Grossman, M. (1989). Comprehension of Lexical Sub Category distinction by aphasic patients: proper/common and mass/count nouns. *Journal of Speech and Hearing Research*, 20, 481-488.

Diamond, R., & Carey, S. (1990). On the acquisition of pattern encoding skills. *Cognitive Development*, 5(4), 345-368.

Sodian, B*., Zaitchik, D*., & Carey, S. (1991). Young children's differentiation of hypothetical beliefs from evidence. *Child Development*, 62, 753-766.

Soja, N.N*., Carey, S., & Spelke, E.S. (1991). Ontological categories guide young children's inductions of word meaning: Object terms and substance terms. *Cognition*, 38(2), 179-211.

Carey, S. (1992). Becoming a face expert. *Philosophical Transactions of the Royal Society of London*, 335, 95-103.

Soja, N.N*., Carey, S., & Spelke, E.S. (1992). Perception, ontology, and word meaning. *Cognition*, 45, 101-107.

Carey, S., & Smith, C. (1993). On understanding the nature of scientific knowledge. *Educational Psychologist*, 28(3), 235-251.

- Carey, S. (1994). Does learning a language require the child to reconceptualize the world? *Lingua*, 92, 143-167.
- Carey, S., & Diamond, R. (1994). Are faces perceived as configurations more by adults than by children? *Visual Cognition*, 1, 253-274.
- Solomon, G*, Johnson, S*, Zaitchik, D*, & Carey, S. (1996). Like father, like son: Young children's understanding of how and why offspring resemble their parents. *Child Development*, 67, 151-171.
- Xu, F*, & Carey, S. (1996). Infants' metaphysics: The case of numerical identity. *Cognitive Psychology*, 30(2), 111-153.
- Carey, S. & Spelke, E. (1996). Science and core knowledge. *Philosophy of Science*, 63(4), 515-533.
- Carey, S. (1997). Do constraints on word meaning reflect prelinguistic cognitive architecture? *The Japanese Journal of Cognitive Science*, 4(1), 35-58.
- Johnson, S*, Slaughter, V*, & Carey, S (1998). Whose gaze would infants follow? The elicitation of gaze following in 12-month-olds. *Developmental Science*, 1, 233-238.
- Rhodes, G., Carey, S., Byatt, G., & Proffitt, F. (1998). Coding spatial variations in faces and simple shapes: A test of two models. *Vision Research*, 38, 2307-2321.
- Carey, S. (1998). Knowledge of number: Its evolution and ontogeny. *Science*, 282, 641-642.
- Johnson, S*, & Carey, S. (1998). Knowledge enrichment and conceptual change in folkbiology: Evidence from Williams Syndrome. *Cognitive Psychology*, 37, 156-200.
- Carey, S. & Bergert B. (1998). The violation of expectancy method: When adults fail to see the trick. *Infant Behavior and Development*.
- Hauser, A, Arriaga, R. & Carey, S. (1999). Pragmatically natural assessment of novel and familiar nouns. *Infant Behavior and Development*. 21, 451-451.
- Uller, C*, Carey, S., Huntley-Fenner, G*, & Klatt, L*. (1999). What representations might underlie infant numerical knowledge. *Cognitive Development*, 14, 1-36.
- Xu, F*, Carey, S., & Welch, J*. (1999). Infants' ability to use object kind information for object individuation. *Cognition*, 70. 137-166.
- Carey, S. (2000). The origin of concepts. *Journal of Cognition and Development*, 1, 37-41.

Carey, S. (2000). Science education as conceptual change. *Journal of Applied Developmental Psychology*, 21(1), 13-19.

Xu, F*. & Carey, S. (2000). The emergence of kind concepts: A rejoinder to Needham & Baillargeon. *Cognition*, 74, 285-301.

Hauser, M., Carey, S., & Hauser, L. (2000). Spontaneous number representation in semi-free-ranging rhesus monkeys. *Proceedings of the Royal Society: Biological Sciences*, 267, 829-833.

Van de Walle, G*, Carey, S., & Prevor, M*. (2000). Bases for object individuation in infancy: Evidence from manual search. *Journal of Cognition and Development*, 1, 249-280.

Carey, S. (2001). Cognitive Foundations of Arithmetic: Evolution and Ontogenesis. *Mind and Language*, 16, 37-55.

Williams, T.* & Carey, S. (2001). The role of object recognition in young infant's object segregation. *Journal of Experimental Child Psychology*, 78, 55-60.

Hood, B., Carey, S., & Prasada, S.* (2001). Predicting the outcomes of physical events: Two-year-olds fail to reveal knowledge of solidity and support. *Child Development*, 71, 1540-1554.

Matan, A*., & Carey, S. (2001). Developmental changes with the core of artifact concepts. *Cognition*, 78, 1-26..

Carey, S. & Xu, F*. (2001). Infant's knowledge of objects: beyond object files and object tracking. *Cognition*, 80, 179-213.

Bloch, M., Solomon, G.*, & Carey, S. (2001). Zafimaniry: An understanding of what is passed on from parents to children. A cross-cultural investigation. *Journal of Cognition and Culture*, 1(1), 43-68.

Uller, C*., Hauser, M., & Carey, S. (2001). The spontaneous representation of number in cotton-top tamarins. *Journal of Comparative Psychology*, 115(3), 248-257.

Carey, S. (2002). Evidence for numerical abilities in young infants: A fatal flaw? *Developmental Science*, 5(2), 202-205 .

Feigenson, L.*, Carey, S., & Spelke, E. (2002). Infants' discrimination of number vs. continuous extent. *Cognitive Psychology*, 44, 33-66.

Feigenson, L.*, Carey, S., & Hauser, M. (2002). The representations underlying infants' choice of more: Object files vs. analog magnitudes. *Psychological Science*, 13(2), 150-156.

- Huntley-Fenner, G*, Carey, S., & Solimando, A.* (2002). Objects are individuals but stuff doesn't count: Perceived rigidity and cohesiveness influence infants' representations of small numbers of discrete entities. *Cognition*, 85(3), 203-221.
- Feigenson, L.* & Carey, S. (2003). Tracking individuals via object files: Evidence from infants' manual search. *Developmental Science*, 6(5), 568-584.
- Hauser, M. & Carey, S. (2003). Spontaneous number representations in semi-free ranging rhesus macaques: Examinations of content and format. *Cognitive Psychology*, 47(4), 367-401.
- Wagner, L.* & Carey, S. (2003). Individuation of objects and events: A developmental study. *Cognition*, 90(2), 163-191.
- Carey, S. (2004). Bootstrapping and the origin of concepts. *Daedalus*. Winter, 59-68.
- Preissler, M.A.* & Carey, S. (2004). Do both pictures and words function as symbols for 18- and 24-month-old children? *Journal of Cognition and Development*, 5(2), pp. 185-212.
- Xu, F*., Carey, S., & Quint, N. (2004). The Emergence of kind-based object individuation in infancy. *Cognitive Psychology*, 49(2), pp. 155-190.
- Wagner, L.* & Carey, S. (2005) 12-month-old infants represent probable endings of motion events. *Infancy*, 7(1), pp. 73-83.
- Saxe, R., Tenenbaum, J., & Carey, S. (2005). Secret agents: 10 and 12-month-olds infer an unseen cause of the motion of an inanimate object. *Psychological Science*, 16(12), 995-1001.
- Feigenson, L*., & Carey, S. (2005). On the limits of infants' quantification of small object arrays. *Cognition*, 97(3), 295-313.
- Preissler, M.A*., & Carey, S. (2005) The role of inferences about referential intent in word learning: Evidence from autism. *Cognition*, 97(1), B13-B23.
- Smith, C., Solomon, G.*, & Carey, S. (2005). Never getting to zero: Elementary school students' understanding of the infinite divisibility of number and matter. *Cognitive Psychology*, 51(2), 101-140
- Carey, S. & Sarnecka, B. W*. (2006). The Development of Human Conceptual Representations. In Y. Munakata and M. Johnson (eds.) *Processes of Change in Brain and Cognitive Development: Attention and Performance XXI* (pp. 473-496) . Oxford University Press.
- Koudier, S.*, Halberda, J*., Wood, J*., & Carey, S (2006). Acquisition of English Number Marking: the Singular-Plural Distinction. *Journal of Language Acquisition*, 2(1), 1-25.

Le Corre, M.*, Van de Walle, G.*, Brannon, E.*, & Carey, S. (2006) Re-visiting the competence/performance debate in the acquisition of the counting principles. *Cognitive Psychology*, 52(3), 130-169.

Lombrozo, T.* & Carey, S. (2006). Functional explanation and the function of explanation. *Cognition*, 99(2), 167-204.

Saxe, R., & Carey, S. (2006). The perception of causation in infancy. *Acta Psychologica*, 123 (1-2), 144-165.

Saxe, R., Tzelnic, T., & Carey, S. (2006). Five month-old infants know humans are solid, like inanimate objects. *Cognition*, 101(1), B1-B8.

Saxe, R., Tzelnic, T., & Carey, S. (2007). Knowing who-dunnit: infants identify the causal agent in an unseen causal interaction. *Developmental Psychology*, 43, 149-158.

Barner, D.*, Thalwitz, D.*, Wood, J.*, & Carey, S. (2007). On the relation between the acquisition of singular-plural morpho-syntax and the conceptual distinction between one and more than one. *Developmental Science*, 10(3), 365-373.

Le Corre, M.* & Carey, S. (2007). One, two, three, four, nothing more: An investigation of the conceptual sources of the counting principles. *Cognition*, 105, 395-438,

Shtulman, A.* & Carey, S. (2007). Improbable or impossible? How children reason about the possibility of extraordinary events. *Child Development*, 78, 1015-1032.

Le Corre, M.* & Carey, S. (2008). Why the verbal counting principles are constructed out of representations of small sets of individuals: A reply to Gallistel. *Cognition*, 107(2), 650-662.

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Sarnecka, B.* & Carey, S. (2008). How counting represents number: What children must learn and when they learn it. *Cognition*, 108(3), 662-674

Carey, S. (2008). Math schemata and the origins of number representations. *Behavioral and Brain Sciences*, 31(6), 645-64.

Wood, J. N.*, Kouider, S.* & Carey, S. (2009) Acquisition of singular—plural morphology. *Developmental Psychology*, 45(1), 202-206.

Barth, H.*, Baron, A.*, Spelke, E., & Carey, S. (2009). Children's multiplicative transformations of discrete and continuous quantities. *Journal of Experimental Child*

Psychology, 103, 441-454.

Carey, S. (2009). Where our number concepts come from. *Journal of Philosophy*, 106 (4), 220-254.

Li, P.*, Ogura, T., Barner, D.*, Yang, S. *, & Carey, S. (2009). Does the conceptual distinction between singular and plural sets depend on language? *Developmental Psychology*, 45, 1644-1653.

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Cherries, E. W., Feigenson, L., Scholl, B. J., & Carey, S. (2010) Object persistence, in infancy: Tracking objects through occlusion vs. implosion. *Journal of Vision*.

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Dunham, Y*., Baron, A.S*., & Carey, S. (2011). Consequences of 'minimal' group affiliations in children. *Child Development*, 82(3), 793-811.

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