

**Douglas L. Medin**

Department of Psychology  
Northwestern University  
2029 Sheridan Road  
Evanston, IL 60208-2710  
Phone: (847) 467-1660  
Fax: (847) 491-7859  
medin@northwestern.edu

Education:

Moorhead State College, Moorhead, MN, B.A., Psychology, 1965  
University of South Dakota, Vermillion, SD, M.A., Psychology, 1966  
University of South Dakota, Vermillion, SD, Ph. D., Psychology, 1968  
UHPHS Postdoctoral fellow, Rockefeller University, 1968-1969

Honors:

B.A., Magna Cum Laude  
Cognitive Science Society Governing Board  
Psychonomic Society Governing Board  
New York Academy of Science  
Psychometric Society  
American Psychological Association Fellow  
AAAS Fellow  
APS Fellow, APS Governing Board  
Society of Experimental Psychologists  
Eligible scholar, Center for Advanced Study in the Behavioral Sciences.  
CAS Visiting Committee Research and Teaching Professor, 1996-2000  
APA Fellow (Elected 1981)  
American Academy of Arts and Sciences (Elected 2002)  
John Simon Guggenheim Fellow, 2004  
APA Distinguished Scientific Contribution Award, 2005  
National Academy of Sciences (Elected 2005)  
Louis W. Menk Chair in Psychology, 2005  
APA Presidential Citation, 2008  
APS President, 2011-2012  
National Academy of Education (Elected 2012)  
APS William James Lifetime Achievement Award for Basic Research, 2013

Major Research Interests:

Culture, Cognition and Learning, Computational Models of Cognition, Concept and Classification Learning, Decision Making, Informal Science Education

Research and/or Professional Experience:

Professor Emeritus, Northwestern University, Psychology and Education and Social Policy, 2018-  
Professor, Northwestern University, Department of Psychology, 1992- present;  
Department Chair, 1994-1998, 2000-2001.

Professor, Northwestern University, School of Education and Social Policy, 1999 - present  
 Co-Director, Northwestern University, Center for Native American and Indigenous  
 Research, 2018-2019

Director, Program in Cognitive Studies of the Environment, 2000 - present

Professor, University of Michigan, 1989-1992

Professor, University of Illinois, 1981-1989

Fellow, U. of Illinois Center for Advanced Study, 1981-1982

Visiting Professor, University College, London, 1985

Associate Professor, University of Illinois, 1978 - 1981

Associate Professor, The Rockefeller University, 1975 - 1978

Assistant Professor, The Rockefeller University, 1969 - 1975

USPHS Postdoctoral Fellow, The Rockefeller University, 1968 - 1969

NASA Predoctoral Fellow, University of South Dakota, 1965 – 1968

Editor, Psychology of Learning and Motivation, 1992-2000

Consulting Editor, Cognition, 1988 -1990; 1996 - 2006

Editor, Cognitive Psychology, 1990-1995

Consulting Editor, Cognitive Psychology, 1988 - 1990, 1995 - 2012

Consulting Editor, Journal of Experimental Psychology: Human Learning and Memory,  
 1981 - 1984, 2000- 2011

Associate Editor, Journal of Experimental Psychology: Learning, Memory, and Cognition,  
 1984 - 1988

Consulting Editor, Journal of Experimental Psychology: General, 1985 -1989

Consulting Editor, Journal of Experimental Psychology: Animal Behavioral Processes,  
 1974 - 1985

### Publications:

- Novack, M., Standley, M., Bang, M., Washinawotok, K., Medin, D., & Waxman, S.  
 (provisionally accepted). Hands on: Nonverbal communication in Native and Non-Native  
 American parent-child dyads during informal learning. *Developmental Psychology*.
- Bang, M., Alfonso, J., Faber, L., Marin, A., Marin, M., Medin, D., Waxman, S., & Woodring, J.  
 (in press). Perspective taking and psychological distance in children's picture books:  
 differences between Native and Non-native authored books. In Nelson-Barber, S. &  
 Chinn, P. W. U. (Eds.) *Indigenous STEM Education: Perspectives from the Pacific  
 Islands, the Americas and Asia*. New York, NY: Springer.
- Iliev, R., Medin, D., Bang, M. (in press). Look to the field. [Peer commentary on the paper, "The  
 generalizability crisis by T. Yarkoni]. *Behavioral and Brain Sciences*.
- Taverna, A.S., Medin, D. L., & Waxman, S.R. (2020). Tracing culture in children's thinking: A  
 socioecological framework in understanding. *Infancia y Aprendizaje. Journal for the  
 Study of Education and Development*.
- ojalehto mays, b., Seligman, R., & Medin, D. (2020). Cognition beyond the human: Cognitive  
 psychology and the new animism. *Ethos*, 48(1), 50-73.

- Hruschka, D. J., Medin, D. L., Rogoff, B., & Henrich, J. (2018). Pressing questions in the study of psychological and behavioral diversity. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, *115*(45), 11366–11368.
- Nzinga, K., Rapp, D., Leatherwood, C., Easterday, M., Rogers, L.O., Gallagher, N., & Medin, D.L. (2018). Should social scientists be distanced from or engaged with the people they study? *PNAS*, *115* (45), 11435-11441.
- Taverna, A., Medin, D.L., & Waxman, S.R. (2018). "Inhabitants of the earth": Reasoning about folkbiological 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). Abingdon, England: Routledge.
- Medin, D. L., & Herrera, A. (2018). Categories and taxonomies. In H. Callan (Ed.) *International Encyclopedia of Anthropology*. Wiley.
- National Research Council. (2018). *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press.
- Nzinga, K.L.K., & Medin, D.L. (2018). The Moral Priorities of Rap Listeners. *Journal of Cognition and Culture*, 312-342.
- Page-Reeves, J., Cortez, G., Ortiz, Y., DeerInWater, K., & Medin, D. (2018). Situating Giving Back for Native Americans Pursuing Careers in STEM: "You don't just take, you give something back." *2017 Proceedings of the Southwest Anthropological Association*, *11*, 22-33.
- Deloria, P., Lomawaima, K.T., Brayboy, B.M.K., Medin, D., & Blackhawk, N. (Guest Eds.). (2018). Unfolding Futures: Indigenous Ways of Knowing for the Twenty-First Century [Special issue], *Daedalus*, *147*(2).
- Bang, M., Marin, A., & Medin (2018). If Indigenous Peoples Stand with the Sciences, Will Scientists Stand with Us? *Daedalus*, *147*(2), 148-159.
- Page-Reeves, J., Marin, A., Moffett, M., DeerInWater, K., & Medin, D. (2018). Wayfinding as a concept for understanding success among Native Americans in STEM: "learning how to map through life". *Culture Studies of Science Education*. Advanced online publication: doi: 10.1007/s11422-017-9849-6.
- Marin, A., Medin, D., & ojalahto, b. (2017). Conceptual change, relationships, and cultural epistemologies. In T. Amin & O. Levrini (Eds.) *Converging Perspectives on Conceptual Change: Mapping an Emerging Paradigm in the Learning Sciences* (pp. 43-50). Routledge.
- Washinawatok, K., Rasmussen, C., Bang, M., Medin, D., Woodring, J., Waxman, S., Marin, A., Gunneau, 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. doi: 10.1080/15248372.2017.1392306
- Page-Reeves, J., Marin, A., DeerInWater, K., & Medin, D. (2017) Broadening Conceptualization of Native Identity as Foundational for Success among Native Americans in STEM. *Anthropology*, *5*:187. doi:10.4172/2332-0915.1000187.
- Medin, D.L. (2017). Psychological Science as a Complex System: Report Card. *Perspectives on Psychological Science*, *12*(4) 669–674.

- Page-Reeves, J., Marin, A., Bleecker, M., Moffett, M., DeerInWater, K., EchoHawk, S., Medin, D. (2017). From community data to research archive: Partnering to increase and sustain capacity within a native organization. *Gateways: International Journal of Community Research and Engagement*, 10, 283-297.
- ojalehto, b., Medin, D., & García, S. (2017). Grounding principles for inferring agency: Two cultural perspectives. *Cognitive Psychology*, 95, 50-78.
- Medin, D.L., ojalehto, b., Marin, A., & Bang, M. (2017). Systems of (Non-)Diversity. *Nature Human Behaviour*, 1, 0088.
- Bender, A., Beller, S., & Medin, D. L. (2017). Causal cognition and culture. In M. R. Waldmann (Ed.), *Oxford Handbook of Causal Reasoning*. New York: Oxford University Press.
- ojalehto, b., Medin, D., & García, S. (2017). Conceptualizing agency: Folkpsychological and folkcommunicative perspectives on plants. *Cognition*, 162, 103-123.
- 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*. Lausanne: Frontiers Media. doi: 10.3389/978-2-88919-728-6.
- Taverna, A., Medin, D.L., & Waxman, S.R. (2016). "Inhabitants of the earth": Reasoning about folkbiological concepts in Wichi children and adults. *Early Education and Development*, 27(8), 1109-1129.
- Bang, M., Marin, M., Medin, D. L., & Washinawatok, K. (2015). Learning by Observing, Pitching in, and Being in Relations in the Natural World. In M. Correa-Chávez, R. Mejía-Arauz, & B. Rogoff (Eds.), *Children Learn by Observing and Contributing to Family and Community Endeavors: A Cultural Paradigm Vol 49* (pp. 303-313). ACDB, UK: Academic Press.
- ojalehto, b., & Medin, D.L. (2015). Emerging Trends in Culture and Concepts. In R. Scott & S. Kosslyn (Eds.). *Emerging Trends in the Social and Behavioral Sciences*. New York: John Wiley & Sons.
- ojalehto, b., Medin, D. L., Horton, W. S., Garcia, S. G., & Kays, E. G. (2015). Seeing cooperation or competition: Ecological interactions in cultural perspectives. *Topics in Cognitive Science*. online: 3 Oct 2015, DOI: 10.1111/tops.12156.
- 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). Cambridge: MIT Press.
- ojalehto, b., & Medin, D.L. (2015). Theory of Mind in the Pacific: Reasoning Across Cultures. Jürg Wassman, Birgit Träuble, and Joachim Funke. Heidelberg, Germany: Universitätsverlag Winter. 2013. ix-277 pp., *Ethos* 43(1), E5-E8.
- ojalehto, b. l., & Medin, D. (2015). Perspectives on culture and concepts. *Annual Review of Psychology*. 66, 249-275.
- Olson, I., Marin, A., Medin, D. (2014). Learning and thinking in practice: Complex systems thinking in the wild". Proceedings of the 11th International Conference of the Learning Sciences, 1372-1381.

- Medin, D.L. & Bang, M. (2014). *Who's asking? Native science, Western science and science education*. Cambridge, MA: The MIT Press.
- Medin, D., Lee, C. D., & Bang, M. (2014). *Particular Points of View*. *Scientific American*, 311(4), 44-45.
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- Gong, H., Medin, D. L., Eyal, T., Liberman, N., Trope, Y., Zedelj, I. L., & Jokic, B. R. (2014). Commentaries and Rejoinder on Zedelj and Jokic (2014). *Social Psychology*, 1-8.
- 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.
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- Le Guen, O., Iliev, R., Lois, X., Atran, S., Medin, D. (2013). A garden experiment revisited: Inter-generational change in environmental perception and management of the Maya Lowlands, Guatemala, *Journal of the Royal Anthropological Institute*. 19(4), 771-794.
- 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.
- Medin, D., & Bang, M. (2013). Culture in the Classroom. *Phi Delta Kappan*, 95(4): 64-67.
- Medin, D., ojaletto, b., Marin, A., & Bang, M. (2013). Culture and epistemologies: Putting culture back into the ecosystem. To appear in: M. Gelfand, CY Chiu, & Y-Y. Hong (Eds.), *Advances in Culture and Psychology Series*, Oxford University Press.
- 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.
- Sachdeva, S., Iliev, R. & Medin, D. (2013) Nonmutualistic morality. *Behavioral and Brain Sciences*, 36(1), 99-100. doi: 10.1017/S0140525X11002202
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- Iliev, R., Sachdeva, S., & Medin, D. (2012) Moral kinematics: The role of physical factors in moral judgments. *Memory and Cognition*, Online. DOI 10.3758/s13421-012-0217-1
- Gong, H. & Medin, D. (2012). Construal levels and moral judgment: Some complications. *Judgment and Decision Making*, 7(5), 628-638.
- Bender, A., Beller, S., & Medin, D. L. (2012). Turning tides: Prospects for more diversity in cognitive science. *Topics in Cognitive Science*, 4(3), 462-466.

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- 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 (2012) 339-358.
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- 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.
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- Sachdeva, S., Singh, P. and Medin, D. (2011). Culture and the quest for universal principles in moral reasoning. *International Journal of Psychology*, 46(3), 161-176.
- Leddon, E.M., Waxman, S.R., Medin, (2011). What does it mean to 'live' and 'die'? A cross-linguistic analysis of parent-child conversations in English and Indonesian. *British Journal of Developmental Psychology*, 29(3): 375-395.
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- Dehghani, M., Atran, Iliev, R., Sachdeva, S., Medin, D. & Ginges, J. (2010). Sacred values and conflicts over Iran's nuclear program. *Judgment and Decision Making*, 5, 540-546.
- Medin, D. Bennis, W. & Chandler, M. (2010). The Home-field disadvantage. *Perspectives on Psychological Science*. 5(6), 708-713, doi: 10.1177/1745691610388772

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- Bang, M. & Medin, D. (2010). Cultural processes in science education: Supporting the navigation of multiple epistemologies. *Science Education*, online, DOI: 10.1002/sce.20392
- Unsworth, S., Medin, D.L., (2010). Concept Learning. In E. Baker, P. Peterson, B. McGaw (Eds.) *International Encyclopedia of Education*, 3rd. Edition. Elsevier 2010.
- Bang, M., Medin, D., Washinawatok, K., and Chapman, S. (2010). Innovations in culturally-based science education through partnerships and community. In M. Khine & I. Saleh (Eds.) *New Science of Learning: Cognition, Computers and Collaboration in Education*. New York: Springer.
- Medin, D., L. (2010). Comments on models and categorization theories: the razor's edge. In E. Pothos & A., J., Wills (Eds.). *Formal Approaches in Categorization*. Cambridge, MA: Cambridge University Press.
- Medin, D., Waxman, S., Woodring, J., & Washinawatok, K. (2010). Human-centeredness is not a universal feature of young children's reasoning: Culture and experience matter when reasoning about biological entities. *Cognitive Development*, 25(3), 197-207.
- Bennis, W.M., Medin, D.L., and Bartels, D.M. (2010). Perspectives on the ecology of decision modes: Reply to comments. *Perspectives on Psychological Science*, 5(2), 213-215.
- Bennis, W., Medin, D., & Bartels, D. (2010). The costs and benefits of calculation and moral rules. *Perspectives on Psychological Science*, 5(2), 187-202.
- Anggoro, F., Medin, D. & Waxman, S. (2010). Language and experience influence children's biological induction. *Journal of Cognition and Culture*, 10, 171-187.
- Winkler-Rhoades, N., Medin, D. L., Waxman, S. R., & Woodring, J., Ross, N. O. (2010). Naming the animals that come to mind: Effects of culture and experience on category fluency. *Journal of Cognition and Culture*, 10, 205-220.
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- Bang, M., Medin, D. & Cajete, G. (2009). Improving science education for native students: Teaching place through community. *SACNAS News*, 12, 8-11.
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- Iliev, R., Sachdeva, S., Bartels, D., Joseph, C., Suzuki, S., Medin, D. (2009). Attending to moral values. In B. H. Ross (Series Ed.) & D. M. Bartels, C. W. Bauman, L. J. Skitka, & D. L. Medin (Eds.), *Psychology of Learning and Motivation*, Vol. 50: *Moral Judgment and Decision Making*. San Diego, CA: Academic Press.

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- Burnett, R. & Medin, D.L. (2008). Reasoning across cultures. In L. Rips & J. Adler (Eds.), *Reasoning: Studies of human inference and its foundations* (pp. 934-955). Cambridge, MA: Cambridge University Press.
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- Ginges, J., Atran, S., Medin, D., & Shikaki, K. (2007). Sacred bounds on rational resolution of violent political conflict. *Proceedings of the National Academy of Science*, 104, 7357-7360.
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Graduate and Post-Graduates Advisors and Advisees:

Graduate Advisor - Roger T. Davis

Postdoctoral Fellowship Advisor - William K. Estes

Previous and Current (C) Graduate Advisees

Stephen Edelson  
Will Wattenmaker  
Gerald Dewey  
Wookyoung Ahn  
Robert Goldstone  
Mary Lassaline  
Joshua Rubinstein  
Cynthia Aguilar  
Bradley Love  
Sergey Blok  
Russ Burnett  
Amber Bloomfield  
Elizabeth Lynch  
Dan Bartels  
Megan Bang  
Patricia Herrmann  
Sara Unsworth  
Rumen Iliev  
Sonya Sachdeva  
Han Gong  
Izabel Olson  
bethany ojalehto  
Kalonji Nzinga  
Amanda Herrera  
Natalie Gallagher  
Janene Cielto (C)  
Alissa Baker-Oglesbee (C)

Previous and Current (C) Post Doc Advisees:

Tom Reynolds  
Denis Hilton  
Edward Wisniewski  
Evan Heit  
John Coley  
Karen Solomon  
Luisa Maffi  
Norbert Ross  
Elizabeth Lynch  
Andrzej Tarlowski  
Will Bennis  
Olivier LeGuen  
Craig Joseph  
Morteza Dehghani  
Erin Leddon  
Rumen Iliev  
Sonya Sachdeva  
Eli Suzukovich  
Ananda Marin  
bethany ojalehto  
Kalonji Nzinga