

***PAUL BLOOM***

Professor of Psychology, University of Toronto  
Brooks and Suzanne Ragen Professor Emeritus of Psychology and Cognitive Science, Yale University

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***PERSONAL***

Canadian & American citizenship.

***EDUCATION***

1990 Ph.D. (Cognitive Psychology), MIT  
1985 Bachelor of Arts (honors first class, Psychology), McGill University

***ACADEMIC APPOINTMENTS***

2021-present Professor, Department of Psychology, University of Toronto  
2021-present Brooks and Suzanne Ragen Professor Emeritus of Psychology and Cognitive Science, Yale University  
2016-2021 Professor (Adjunct) of Law, Yale Law School  
2012-2016 Chair, Cognitive Science Program, Yale University  
2011-2021 Brooks and Suzanne Ragen Professor of Psychology and Cognitive Science, Yale University  
1999-2011 Professor, Department of Psychology, Program in Cognitive Science, Yale University  
Summer, 2008 Visiting Professor, University of British Columbia  
Summer, 2006 Visiting Professor, Korea University  
Spring, 2004 Visiting Professor, Benjamin N. Cardozo School of Law  
1997-98 Visiting Professor, Cognitive Development Unit, University College London  
1996-99 Associate Professor, Department of Psychology, University of Arizona; Research Social Scientist in Cognitive Science  
1990-96 Assistant Professor, Department of Psychology, University of Arizona; Assistant Research Social Scientist in Cognitive Science  
Spring, 1990 Lecturer in Psychology, Brandeis University

## **RESEARCH INTERESTS**

The nature and development of moral reasoning and moral emotions, including empathy, anger, and disgust. Punishment, generosity, and dehumanization. Pleasure, with special focus on art, fiction, and masochistic delights.

## **HONORS, GRANTS, AND AWARDS**

2017-2022	Klaus J. Jacobs Research Prize (\$1,000,000)
2015	Whitney J. Oates Fellow, Humanities Council, Princeton University (Lecture Series)
2015-2017	Co-PI, Templeton Foundation Grant, “Development is the mother of all transformative experiences.” (\$198,201)
2014-2016	Co-PI, Templeton Foundation Grant, “Everything happens for a reason: Seeing God’s handiwork behind life events.” (\$232,488)
2013-2015	Co-PI, Templeton Foundation Grant, “Mind-body dualism as a natural intuition that supports afterlife beliefs.” (\$208,218)
2011	DeVane Lecturer, Yale University
2011	William James Award, from American Psychological Association (for <i>How Pleasure Works</i> )
2010	Visiting Distinguished SAGE Fellow (Lecture Series), SAGE Center for the Study of Mind, UCSB
2009-2015	Co-PI, National Institute of Mental Health grant, “Social evaluation in infants and toddlers” (\$2,068,750)
2009-2012	Co-PI, National Science Foundation grant, “Social evaluation and learning in infants and toddlers” (\$205,000)
2007-2008	Co-PI, National Science Foundation grant, “Social evaluation in infants and toddlers” (\$174,999)
2007-2009	Co-PI, Leverhulme Trust grant, “The psychological attribution of essences to objects” (\$289,710)
2007-2008	Templeton lecturer, Johns Hopkins University
2006	Nijmegen lecturer, Max Planck Institut/University of Nijmegen
2006	Article (“Is God an accident?”) included in <i>The Best American Science Writing</i>
2006	Fellow, American Psychological Society
2005-2006	President, Society for Philosophy and Psychology
2005	Eleanor Maccoby Award, from APA (for <i>Descartes’ Baby</i> )
2004	Lex Hixon Prize for teaching excellence in the Social Sciences, Yale University
2003-2005	PI, National Association for Autism Research Grant (support for postdoctoral fellow)
2003	Stanton Prize, Society for Philosophy and Psychology
2002	Eleanor Maccoby Award, from APA (for <i>How Children Learn the Meanings of Words</i> )
2000	Award for Excellence in Psychology, by Association for American Publishers (for <i>How Children Learn the Meanings of Words</i> )
2000	Fellowship invitation, Center for Advanced Study in the Behavioral Sciences
1993-2000	PI, Spencer Foundation Grant, “Syntactic support in word learning” (\$321,700)
1993-1996	Alfred P. Sloan Research Fellowship (\$50,000)

1992 Harris Visiting Professor at the Harris Center for Developmental Studies,  
University of Chicago  
1989-90 Surdna Foundation Predoctoral Fellowship  
1986-89 National Science Foundation Graduate Fellowship  
1985-86 National Science and Research Foundation of Canada Graduate Fellowship  
1983-84, 84-85 James McGill Scholarship, McGill University

### ***UNIVERSITY SERVICE (selected)***

#### From 2011-present

Chair, Cognitive Science Program (2012-2016)  
Chair, Open Rank Developmental Psychology search committee (2019-2020)  
Chair, Open Area Search Psychology search committee (2011-2012, 2018-2019)  
Member, Humanities & Social Sciences search committee for Yale-NUS (2013-2014, 2017-2019)  
Member, Yale Honorary Degree Committee (2010-2013)  
Member, University Librarian search committee (2009-2010, 2010-2011)  
Co-Chair, University Online Education Committee (2012-2013)  
Member, Standing Committee on Online Education (2013-2019)

#### Previously

Director of Undergraduate Studies, Psychology (2001-2003)  
Director of Undergraduate Studies, Cognitive Science (2004-2006)  
Chair, Human Subjects committee, Yale College (2002-2003)  
Chair, Senior Developmental Psychology search committee (2003-2004)  
Chair, Executive Committee of Yale College (2004-2007)  
Member, Humanities Tenure Appointment Committee, Yale College (2002-2003, 2006-2007, 2008-2009)

### ***PROFESSIONAL ACTIVITIES***

#### Journal Editorship

*Behavioral and Brain Sciences* (co-editor, with Barbara Finlay, 2003-present)

#### Book Series Editorships

*Oxford Series in Cognitive Development* (co-editor, with Susan Gelman, 2001-present), *Foundations of Cognition* (co-editor, with Lynn Nadel, 2006-2012)

#### Associate Editorships

*Developmental Psychology* (2000-2003), *Language and Cognitive Processes* (1997-2013)

#### Editorial Boards and Advisory Panels

*Cognition* (1994-present), *Cognitive Development* (1999-present), *Evolutionary Psychology* (2006-present), *Psychological Review* (2014-present), *Journal of Social, Evolutionary, and Cultural Psychology* (2008-present); *Society for Research in Child Development* (2000), Consulting Editor, *Oxford Handbook of Psycholinguistics* (2004), Advisory Board, *Institute of Cognition and Culture*, Belfast (2005-present), Member, *EU Explaining Religion Project* (2007-present); Advisory Committee, SSRC New Directions in the Study of Prayer (2011-2018)

### Conferences Organized

Co-Organizer, *Society for Philosophy and Psychology*, 1991; co-organizer, *Language and Space*, Tucson, AZ, 1994; co-organizer, Workshop on "Words and Grammar", Institute of Cognitive Neuroscience, London, 1997; Program committee, *Society for Philosophy and Psychology*, 2004

### Summer Schools

San Marino, 1995; Oleron, France, 2004; Budapest, Hungary, 2004, 2005; Seoul, Korea, 2006; Vancouver, BC, 2008; Budapest, Hungary, 2014; Yale-NUS, 2014; Summer Institute in Social and Personality Psychology, SISPP, New York, 2019.

### Award Committees

Eleanor E. Maccoby Book Award (APA): 2002, 2003 (chair), 2004, 2011; Early Career Award in Developmental Psychology (APA): 2007 (chair), 2008; Janet Spence Award (APS): 2012

### Scientific Organizations

Language Development Society (Co-founder), Cognitive Development Society, Society for Philosophy and Psychology, American Psychological Association, American Psychological Society

### Ad-hoc Reviewer for

Academic Press, *Annual Review of Language Acquisition, Behavioral and Brain Sciences, Biosciences*, BrooksCole, *Child Development, Cognitive Development, Cognitive Science, Current Biology, Current Directions in Psychological Science, Developmental Psychology, Developmental Science, Evolution and Human Behavior*, Harvard University Press, *Journal of Child Language, Journal of Cognition and Development, Journal of Cognitive Neuroscience, Journal of Consciousness Studies, Journal of East Asian Linguistics, Journal of Experimental Psychology: General, Journal of Experimental Psychology: Learning, Memory, and Cognition, Journal of Memory and Language, Journal of Speech, Language, and Hearing Research, Language, Linguistic Inquiry, Memory and Cognition, Mind and Language, Natural Language and Linguistic Theory*, National Science Foundation, *Nature, Nature Neuroscience*, MIT Press, *Psychological Science, Review of General Psychology, Science, Trends in Cognitive Science, Trends in Neuroscience*, University of Chicago Press, Wiley Publishers, Yale University Press

### Conference reviewer for

Cognitive Science Society, 1990; Northeastern Linguistic Conference, 1991; Society for Philosophy and Psychology, 1991, 1993, 1994, 2004, 2005, 2010-2020; West Coast Conference on Formal Linguistics, 1993 and 2002; Eastern States Conference on Linguistics, 1994; GALA conference, 1999; North Eastern Linguistics Society, 1994; Boston University Conference on Language Development, 1992-2006; Society for Research in Child Development, 1999, 2001, 2003, 2005, 2007, 2008

### Grant panels

NSF Human Cognition and Perception panel, 1999-2000

### Consultant:

PBS Human Language series, 1994

## ***TEACHING EXPERIENCE***

I regularly teach an undergraduate course in Introduction to Psychology, and have taught the following undergraduate and graduate courses: Language Development; Cognitive Development; Darwin, Freud, and Turing; Language and Perception; Language and Thought; Evolution of Cognition; The Cognitive Sciences; The Seven Deadly Sins; Moral Psychology; Children, Psychology, and the Law; The Cognitive Science of Fiction and the Imagination; The Cognitive Science of Pleasure, The Cognitive Science of Good and Evil, The Moralities of Everyday Life, Habits of Mind. I have also taught online courses, through *Coursera*, on Introduction to Psychology and Moralities of Everyday Life.

## **PUBLICATIONS**

**As of 9/1/2021: # citations: 36,812; h-index: 83)**

### Books

- Bloom, P. (1993). *Language Acquisition: Core Readings*. Cambridge, MA: MIT Press.
- Bloom, P., Peterson, M, Nadel, L., and Garrett, M. (1996) *Language and space*. Cambridge, MA: MIT Press.
- Jackendoff, R., Bloom, P., & Wynn, K. (1999). *Language, logic, and concepts: Essays in honor of John Macnamara*. Cambridge, MA: MIT Press.
- Bloom, P. (2000). *How children learn the meanings of words*. Cambridge, MA: MIT Press.
- Bloom, P. (2004). *Descartes' Baby: How the science of child development explains what makes us human*. New York: Basic Books.
- Bloom, P. (2010). *How Pleasure Works: The new science of why we like what we like*. New York: Norton.
- Bloom, P. (2013). *Just Babies: The origins of good and evil*. New York: Crown.
- Bloom, P. (2016). *Against Empathy: The case for rational compassion*. New York: Harper-Collins.
- Bloom, P. (2021) *The Sweet Spot: The pleasures of suffering and the search for meaning*. New York: Harper-Collins.

### Chapters and journal articles

- Bloom, P. (1989). Why do children omit subjects? *Papers and Reports on Child Language Development*, **28**, 57-64.
- Pinker, S. and Bloom, P. (1990). Natural language and natural selection. *Behavioral and Brain Sciences*, **13**, 713-733.  
Reprinted in J. Barkow, J. Tooby and L. Cosmides (Eds.): *The Adapted Mind: Evolutionary Psychology and the Generation of Culture*. Oxford: Oxford University Press, 1992.  
Reprinted and translated into Finish as "luonnollinen kieli ja luonnonvalinta", in *Psykologia, Journal of the Finish Psychological Society*, **31**, 4 and 5, 1996
- Pinker, S., and Bloom, P. (1990). Issues in the evolution of the language faculty (Author's response to commentators). *Behavioral and Brain Sciences*, **13**, 770-783.
- Bloom, P. (1990). Syntactic distinctions in child language. *Journal of Child Language*, **17**, 343-355.
- Bloom, P. (1990). Subjectless sentences in child language, *Linguistic Inquiry*, **21**. 491-504.
- Bloom, P. (1992). What does language acquisition tell us about language evolution? *Behavioral and Brain Sciences*, **14**, 553-554.
- Wynn, K. and Bloom, P. (1992). The origins of psychological axioms of arithmetic and geometry. *Mind and Language*, **7**, 409-416.

- Bloom, P. (1993). Grammatical continuity in language development: The case of subjectless sentences. *Linguistic Inquiry*, **24**, 721-734.
- Bloom, P. (1993). Where do constraints on word meaning come from? In E. Clark (Ed.), *The Proceedings of the 24th Annual Child Language Research Forum*. Stanford: CSLI.
- Bloom, P. (1993). Count nouns vs. words; Individuals vs. objects: Rethinking some constraints on word learning. In E. Clark (Ed.), *The Proceedings of the 25th Annual Child Language Research Forum*. Stanford: CSLI.
- Bloom, P. (1994). Recent controversies in the study of language acquisition. In M.A. Gernsbacher (Ed.), *Handbook of Psycholinguistics*, San Diego, CA: Academic Press.  
Reprinted in: P. Bloom (Ed.) *Language Acquisition: Core readings*. London: Harvester-Wheatsheaf/MIT Press, 1994.
- Bloom, P. (1994). Semantic competence as an explanation for some transitions in language development. In Y. Levy (Ed.) *Other children, other languages: Issues in the theory of language acquisition*. Hillsdale, NJ: Erlbaum.
- Bloom, P. and Wynn, K. (1994). The real problem with constructivism. *Behavioral and Brain Sciences*, **17**, 707-708.
- Kelemen, D. and Bloom P. (1994). Domain-specific knowledge in simple categorization tasks. *Psychonomic Bulletin and Review*, **1**, 390-395.
- Bloom, P. Barss, A. Nicol, J., and Conway, L. (1994). Children's understanding of binding and coreference: Evidence from spontaneous speech. *Language*, **70**, 53-71.
- Pinker, S. and Bloom, P. (1994). Humans did not evolve from owls. *Behavioral and Brain Sciences*, **17**, 183-185.
- Bloom, P. (1994). Generativity within language and other cognitive domains. *Cognition*, **51**, 177-189.
- Bloom, P. (1994). Possible names: The role of syntax-semantics mappings in the acquisition of nominals. *Lingua*, **92**, 297-329.  
Reprinted in: L. Gleitman and B. Landau. (Eds.) *Acquisition of the lexicon*. Cambridge, MA: MIT Press, 1994.
- Bloom, P. and Kelemen, D. (1995). Syntactic cues in the acquisition of collective nouns. *Cognition*, **56**, 1-30.
- Bloom, P. (1995). Semantics and the bootstrapping problem. In D. MacLaughlin and S. McEwen (Eds.), *Proceedings of the 19th Boston University Conference on Language Development*. Cascadilla Press
- Bloom, P. & Kelemen, D. (1995). Syntactic and conceptual factors in the acquisition of collective nouns. In E. Clark (Ed.), *The Proceedings of the 26th Annual Child Language Research Forum*. Stanford: CSLI.
- Bloom, P., Kelemen, D., Fountain, A., and Courtney, E. (1995). The acquisition of collective nouns. In D. MacLaughlin and S. McEwen (Eds.), *Proceedings of the 19th Boston University Conference on Language Development*. Cascadilla Press.
- Bloom, P. (1996). Intention, history, and artifact concepts. *Cognition*, **60**, 1-29.
- Bloom, P. (1996). Possible individuals in language and cognition. *Current Directions in Psychological Science*, **5** 90-94.
- Bloom, P. (1996). Controversies in Language Acquisition: Word learning and the part of speech. In R. Gelman and T. Au (Eds.), *Handbook of Perceptual and Cognitive Development*. New York: Academic Press.
- Peterson, M., Nadel, L., Bloom, P., and Garrett, M. (1996). Space and language. In Bloom, P., Peterson, M., Nadel, L., and Garrett, M. (Eds.) *Language and space*. Cambridge, MA: MIT Press.

- Markson, L. and Bloom, P. (1997). Evidence against a dedicated system for word learning in children. *Nature*, **385**, 813-815.
- Reprinted in M. Tomasello and E. Bates. (Ed.) (2001). *Language development: The essential readings. Essential readings in developmental psychology*. Malden, MA, US: Blackwell Publishers
- Bloom, P. (1997). Intentionality and word learning. *Trends in Cognitive Sciences*, **1**, 9-12.
- Bloom, P. and Wynn, K. (1997). Linguistic cues in the acquisition of number words. *Journal of Child Language*, **24**, 511-533.
- Bloom, P. (1998). Some issues in the evolution of language and thought. In D. Cummins and C. Allen, *The Evolution of Mind*. Cambridge, MA: MIT Press.
- Bloom, P. (1998). Language and consciousness. In S. Hameroff, A.W. Kaszniak, and A. Scott (Eds.) *Toward a science of consciousness: The second Tucson discussions and debates*. Cambridge, MA: MIT Press.
- Bloom, P. (1998). Theories of word learning: Rationalist alternatives to associationism. In T.K. Bhatia & W.C. Ritchie (Eds.) *Handbook of Language Acquisition*. New York: Academic Press.
- Bloom, P. and Markson, L. (1998). Capacities underlying word learning. *Trends in Cognitive Science*, **2**, 67-73.
- Bloom, P. and Markson, L. (1998). Intentionality and analogy in children's naming of pictorial representations. *Psychological Science*, **9**, 200-204.
- Bloom, P. (1998). Different structures for concepts of individuals, stuffs, and real kinds: One Mama, more milk, and many mice. *Behavioral and Brain Sciences*, **21**, 66-67.
- Bloom, P. (1998). Theories of artifact categorization. *Cognition*, **66**, 87-93.
- Bloom, P. and Frith, U. (1998). Comments on Nicholas Humphrey's "Cave art, autism, and the evolution of the human mind". *Cambridge Archaeological Journal*, **8**, 177-179.
- Reprinted in: *Journal of Consciousness Studies*, **6**, 124-126, 1999.
- Van Petten, C. and Bloom, P. (1999). Speech boundaries, syntax, and the brain. *Nature Neuroscience*, **2**, 103-104.
- Bloom, P. (1999). Language capacities: Is grammar special? *Current Biology*, **9**, R127-R128.
- Bloom, P. (1999). The evolution of new cognitive capacities. In M. Corballis (Ed.) *The descent of mind*. Oxford: Oxford University Press.
- Bloom, P. (1999). Semantics and the bootstrapping problem. In Jackendoff, R., Bloom, P., and Wynn, K. *Language, logic, and concepts: Essays in honor of John Macnamara*. Cambridge, MA: MIT Press.
- Bloom, P. (1999). Evolution of language. In R. Wilson and F. Keil (Eds.) *MIT Encyclopedia of Cognitive Science*. Cambridge, MA: MIT Press.
- Bloom, P. and Gleitman, L. (1999) Word learning. In R. Wilson and F. Keil (Eds.) *MIT Encyclopedia of Cognitive Science*. Cambridge, MA: MIT Press.
- Gleitman, L. and Bloom, P. (1999). Language acquisition. In R. Wilson and F. Keil (Eds.) *MIT Encyclopedia of Cognitive Science*. Cambridge, MA: MIT Press.
- Bloom, P. and Veres, C. (1999). The perceived intentionality of groups. *Cognition*, **71**, B1-B9.
- Bloom, P. (2000). Language and thought. Does grammar make us smart? *Current Biology*, **10**, R516-R517.
- Gelman, S. and Bloom, P. (2000). Young children are sensitive to how an object was created when deciding what to name it, *Cognition*, **76**, 91-103.
- Bloom, P. & German, T. (2000). Two reasons to abolish the false belief task as a test of theory of mind, *Cognition*, **77**, B25-B31.
- Giralt, N. and Bloom, P. (2000). How special are objects? Children's reasoning about objects, parts, and holes. *Psychological Science*, **11**, 503-507.

- Bloom, P. (2001). Roots of word learning. In M. Bowerman & S. Levinson (Eds.) *Conceptual development and Language acquisition*. Cambridge: Cambridge University Press
- Bloom, P. (2001). Word learning. *Current Biology*, **11**, R5-R6.
- Bloom, P. & Markson, L. (2001). Are there principles that apply only to the acquisition of words? A reply to Waxman and Booth. *Cognition*, **78**, 89-90.
- Bloom, P. & Keil, F. (2001). Thinking through language. *Mind & Language*. **16**, 351-367
- Bloom, P. (2001). Identity crisis. *Current Psychology of Cognition* **20**, 183-192.
- Bloom, P. (2001). Precis of "How children learn the meanings of words". *Behavioral and Brain Sciences*, **24**, 1095-1134.
- Bloom, P. (2002). Get smart. In R.J. Sternberg & J.C. Kaufman (Eds.) *The evolution of intelligence* Mahwah, NJ: Lawrence Erlbaum Associates
- Bloom, P., (2002). Mindreading, communication, and the learning of names for things. *Mind & Language*. **17** 37-54.
- Wynn, K. Bloom, P., & Chiang, W-C. (2002). Enumeration of collections by 5-month-old infants, *Cognition*, **83**, B55-B62.
- Kuhlmeier, V. & Bloom, P. (2002). You can dance if you want to. *Behavioral and Brain Sciences*, **25**, 630-631.
- Birch, S.A. & Bloom, P. (2002). Preschoolers are sensitive to speaker's knowledge when learning proper names. *Child Development*, **73**, 434-444.
- Bloom, P. & Nurmsoo, E. (2002). Word learning. In L. Nadel (Ed.), *Encyclopedia of Cognitive Science*, London: Macmillan.
- Birch, S.A. and Bloom, P. (2003). Children are cursed: An asymmetric bias in mental state attribution. *Psychological Science*, **14**, 283-286.
- Diesendruck, G., Markson, L., & Bloom, P. (2003). Children's reliance on creator's intent when naming artifacts. *Psychological Science*, **14**, 164-168,
- Pizarro,, D. & Bloom, P. (2003). The intelligence of the moral intuitions: A comment on Haidt (2001). *Psychological Review*, **110**, 293-296.
- Pizarro, D., Uhlmann, E., & Bloom, P. (2003). Causal deviance and the attribution of moral responsibility. *Journal of Experimental Social Psychology*, **39**, 653-660.
- Diesendruck, G. & Bloom, P. (2003). How specific is the shape bias? *Child Development*, **74**, 168-178.
- Bloom, P. (2004). Children think before they speak. *Nature*, **430**, 410- 411.
- Bloom, P. (2004). Can a dog learn a word? *Science*, **304**, 1605-1606.
- Kuhlmeier, V., Wynn, K. and Bloom, P. (2004), Attribution of dispositional states by 12-month-olds. *Psychological Science*, **14**, 402-408.
- Gutheil, G., Bloom, P., Valderrama, N., Freedman, R. (2004). The role of historical intuitions in children's and adults' naming of artifacts, *Cognition*, **91**, 23-42.
- Bloom, P. (2004). Postscript to special issue on gossip. *Review of General Psychology*, **8**, 138-140.
- Kuhlmeier, V., Bloom, P., and Wynn, K. (2004). Do 5-month-old infants see humans as material objects? *Cognition*, **94**, 95-103.
- Kuhlmeier, V., Wynn, K, and Bloom, P. (2004). People vs. objects: A reply to Rakison and Cicchino. *Cognition*, **94**, 109-112.
- Bloom, P. (2004). Myths of word learning. In D.G. Hall & S.R. Waxman (Eds.) *Weaving a lexicon*, Cambridge, MA: MIT Press.
- Birch, S. & Bloom, P. (2004). Understanding children's and adult's limitations in mental state reasoning. *Trends in Cognitive Science*, **8**, 255-260



- Bloom, P. (2005). Word learning, intentions, and discourse. *Journal of the Learning Sciences*, **14**, 311-314.
- Choe, K., Keil, P. & Bloom, P. (2005). Children's understanding of the Ulysses conflict. *Developmental Science*, **8**, 387-392.
- Perkins, M.R., Dobbins, S., Boucher, J., Bol, S., & Bloom, P. (2006). Lexical knowledge and lexical use in autism. *Journal of Autism and Developmental Disorders*, **36**, 795-805.
- Bloom, P. (2006). My brain made me do it. *Journal of Culture and Cognition*, **6**, 209-214.
- Skolnick, D. & Bloom, P. (2006). What does Batman think about SpongeBob? Children's understanding of the fantasy/fantasy distinction. *Cognition*, **101**, B9-B18.
- Skolnick, D. & Bloom, P. (2006). The intuitive cosmology of fictional worlds. In S. Nichols (Ed.) *The Architecture of the Imagination: New Essays on Pretense, Possibility, and Fiction*. Oxford: Oxford University Press.
- Pizarro, D.A., Detweiler-Bedell, B. & Bloom, P. (2006). The creativity of everyday moral reasoning: Empathy, disgust, and moral persuasion. In J.C. Kaufman and J. Baer (Eds.), *Creativity and reason in cognitive development*. New York: Cambridge University Press.
- Birch, S. & Bloom, P. (2007). The curse of knowledge in reasoning about false beliefs. *Psychological Science*, **18**, 382-386.
- Preissler, M. A. & Bloom, P. (2007). Two-year-olds appreciate the dual nature of pictures. *Psychological Science*, **18**, 1-2.
- Bloom, P. (2007). Religion is natural. *Developmental Science*, **10**, 147-151.
- Bloom, P. & Weisberg, D.S. (2007). Childhood origins of adult resistance to science. *Science*, **316** (827), 996-997.
- Bloom, P. (2007). More than words: A reply to Malt and Sloman. *Cognition*, **105**, 649-655.
- Gelman, S. & Bloom, P. (2007). Developmental changes in the understanding of generics. *Cognition*, **105**, 166-183.
- Egan, L., Santos, L. & Bloom, P. (2007). The origins of cognitive dissonance: Evidence from monkeys and children. *Psychological Science*, **18**, 978-983.
- Hamlin, J., Wynn, K. & Bloom, P. (2007). Social judgment by preverbal infants. *Nature*, **450**, 557-559.
- Preissler, M. A. & Bloom, P. (2008). Two-year-olds use artist intention to understand drawings. *Cognition*, **106**, 512-518.
- Hood, B. M. & Bloom, P. (2008). Children prefer certain individuals over perfect duplicates. *Cognition*, **106**, 455-462.
- Nurmsoo, E. and Bloom, P. (2008). Preschoolers' perspective taking in word learning: Do they blindly follow eye gaze? *Psychological Science*, **19**, 211-215.
- Markson, L., Diesendruck, G., & Bloom, P. (2008). The shape of thought. *Developmental Science*, **11**, 204-208.
- Birch, S. A. J., Vauthier, S. A., & Bloom, P. (2008). Three- and four-year-olds spontaneously use others' past performance to guide their learning. *Cognition*, **107**, 1018-1034.
- Uhlmann, E., Pizarro, D., and Bloom, P. (2008). Varieties of social cognition. *Journal for the Theory of Social Behaviour*, **38**, 293-322.
- Bloom, P. & Gelman, S.A. (2008). Psychological essentialism in selecting the 14th Dalai Lama. *Trends in Cognitive Science*, **12**, 243.
- Jarudi, I., Kreps, T. & Bloom, P. (2008). Is a refrigerator good or evil? The moral evaluation of everyday objects. *Social Justice Research*, **21**, 457-469.
- Danovitch, J. & Bloom, P. (2009). Children's extension of disgust to physical and moral events. *Emotion*, **9**, 107-112.

- Inbar, Y., Pizarro, D. Knobe, J., & Bloom, P. (2009). Disgust sensitivity predicts intuitive disapproval of gays. *Emotion*, **9**, 435-439.
- Inbar, Y., Pizarro, D., and Bloom, P. (2009). Conservatives are more easily disgusted than liberals. *Cognition and Emotion*, **23**, 714-725.
- Weisberg, D. S. & Bloom, P. (2009). Young children separate multiple pretend worlds. *Developmental Science*, **12**, 699-705.
- Bloom, P. (2009). Religious belief as an evolutionary accident. In M.J. Murray and J. Schloss. *The Believing Primate*. New York: Oxford University Press.
- McCrink, K., Bloom, P. & Santos, L. (2010). Children's and adult's judgments of equitable resource distributions. *Developmental Science*, **13**, 37-45.
- Egan, L., Bloom, P., & Santos, L.R. (2010) Choice-induced preferences in the absence of choice: Evidence from a blind two choice paradigm with young children and capuchin monkeys. *Journal of Experimental Social Psychology*, **46**, 204-207.
- Bloom, P. (2010). How do morals change? *Nature*, **464**, 490.
- Hood, B.M., Donnelly, K., Leonards, U. and Bloom, P. (2010). Implicit Voodoo: Electrodermal Activity Reveals a Susceptibility to Sympathetic Magic. *Journal of Cognition and Culture*, **3-4**, 391-399.
- Hamlin, J.K., Wynn, K., & Bloom, P. (2010). Three-month-old infants show a negativity bias in social evaluation. *Developmental Science*, **13**, 923-929.
- Allen, M.L., Bloom, P. and Hodgson, E. (2010). Do Young Children Know What Makes A Picture Useful To Other People? *Journal of Cognition and Culture*, **10**, 27-37.
- Starmans, C. & Bloom, P. (2011). Who do you think you are? *Annals of the New York Academy of Sciences*, **1234**, 44-47.
- Newman, G., Diesendruck, G. and Bloom, P. (2011). Celebrity Contagion and the Value of Objects. *Journal of Consumer Research*, **38**, 215-228.
- Goldstein, T. and Bloom, P. (2011). The mind on stage: Why cognitive scientists should study acting. *Trends in Cognitive Science*, **15**, 141-142.
- Bloom, P. (2011). Family, community, trolley problems, and the crisis in moral psychology, *Yale Review*, **99**, 26-43.
- Hamlin, JK, Wynn, K., Bloom, P. & Mahajan, N. (2011). How infants and toddlers react to antisocial others. *Proceedings of the National Academy of Sciences*, **108**, 19931-19936.
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Marshall, J., Mermin-Bunnell, N., Gollwitzer, A., Shinomiya, M., Retelsdorf, J., & Bloom, P. (in press). How development and culture shape intuitions about prosocial obligations. *Journal of Experimental Psychology: General*

Wilks, M. and Bloom, P. (in press). Children prefer natural food, too. *Developmental Psychology*.

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#### Manuscripts under review

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Buffone, A., Giorgi, S., Jordan M., Yaden, D., Eichstaedt, J. Schwartz, H.A., Ungar, L., & Bloom, P. (under revision), Characterizing empathy and compassion using computational linguistic analysis, *Emotion*.

#### Reviews and popular writing

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- Starmans, C., Sheskin, M., and Bloom, P. (2017). Inequality isn't the real issue. *Wall Street Journal*, April.
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- Bloom, P. and Harris, S. (2018). It's Westworld. What's wrong with cruelty to robots? *New York Times*, April
- Bloom, P. (2018). What we know about art and the mind. *NewYorker.com*, September.
- Bloom, P. (2019). The strange appeal of perverse actions. *New Yorker*, July.
- Bloom, P. (2020). Choosing violence: What does it mean to say anger is irrational? In A Callard (Ed.) *Anger (Boston Review)*. *Boston Review*.
- Bloom, P. (2021). When intentions don't matter. *Wall Street Journal*. March.
- Bloom, P. (2021). What Becoming a Parent Really Does to Your Happiness. *Atlantic*, November.
- Bloom, P. (2021). Why we choose to suffer. *Wall Street Journal*, November.
- Bloom, P. (2021). Sometimes we love to scream in pain. What can science tell us about the reasons why. *Globe and Mail*., November.
- Bloom, P. (2021). Being in Time. *New Yorker*, July.  
[reprinted in *Internazionale*, as Il Senso Del Tempo, December, 2021]

## SELECTED PRESENTATIONS

### ***Keynote conference presentations***

- How children learn the meanings of words. International Conference on Infancy Studies, Toronto, Ontario, 2002
- How children learn the meanings of words. Society for Philosophy and Psychology, Edmonton, Alberta., 2002
- Bodies and souls. Children: Our Common Wealth. Cincinnati, OH, 2003
- Bodies and souls. Conference on philosophical psychopathology. Dayton, OH, 2003
- Descartes' Baby. Learning and the Brain conference. Cambridge, MA, 2004
- Descartes' Baby. Midwestern Psychological Association. Chicago, IL, 2005
- Bodies and Souls. Eastern Psychological Association. Baltimore, MD, 2006.
- But is it art? Society for Philosophy and Psychology, Washington University, 2006.
- Bodies and souls. Mind Forum, Helsinki, Finland, 2007.
- But is it art? New England Psychological Association, Danbury, CT, 2007
- Moral psychology and moral progress. Southern Society of Philosophy and Psychology, Savannah, GA, 2009
- How Pleasure works. American Association of Aesthetics. Tampa, FL, 2011
- How Pleasure works, Human Behavior and Evolution Society, Albuquerque, NM, 2012.
- Do babies want revenge? Society for Affective Science, Washington, DC, 2014

There is nothing special about religious belief. Society for the Psychology of Religion and Spirituality, Brooklyn, NY, 2016  
Just Babies. International Society of Infancy Studies, New Orleans, LA, 2016  
Just Babies, Jean Piaget Society Conference, Geneva, Switzerland, 2016  
Emotion, Reason, and the Development of Morality, [symposium connected to my Klaus J. Jacobs Research Prize], Zurich, Switzerland, 2017  
Against Empathy [debate]. Modern Language Association, New York, 2018  
The Pleasures of Suffering, Future Directions in the Evolution of Rituals, Beliefs, and Religious Minds. Erice, Sicily, 2018  
Against Empathy [speaker meets critic], Canadian Philosophical Society, Montreal, 2018  
Against Empathy, International Neuropsychological Society, New York, 2019  
Against Empathy, Conference on Learning and the Brain, San Francisco, 2019  
Against Empathy, Association for the treatment of sexual abusers, Atlanta, 2019  
Against Empathy and Just Babies, Conference in Behavioral Sciences, Morality and Corruption, Lima, Peru, 2019

### ***Recent public lectures***

The new science of good and evil. Edinburgh International Festival, Scotland, 2009  
How Pleasure Works, 92<sup>nd</sup> Street Y, New York, 2010  
How Pleasure Works, Brooklyn Secret Science Club, 2010  
How Pleasure Works. Chicago Humanities Festival, 2010  
How Pleasure Works, Genoa Science Festival, Italy, 2010  
How Pleasure Works, American Enterprise Institute, Washington, DC, 2010  
Flash of Genius presentation, “Ideas Economy” conference, sponsored by *The Economist*, New York, 2010  
How Pleasure Works, Jewish Community Center, Stamford, CT, 2011  
The Glorious Mysterious Brain (Public forum with Steven Pinker and Temple Grandin), Hartford, CT 2011  
How the Moral Mind Helps and Hinders Large-Scale Cooperation (Public forum with Jonathan Haidt and Gordon Brown.) NYU, 2011  
How Pleasure Works. Ideacity. Toronto, Canada, 2011  
How Pleasure Works, New Haven Festival of Arts and Ideas, New Haven CT 2011  
Why do we like what we like, RSA, London, England, 2011  
The Origin of Pleasure. TEDGlobal. Edinburgh, Scotland, 2011  
How Pleasure Works. Ciudad des Ideas, Puebla, Mexico, 2012  
How Pleasure Works, Hopkins School, New Haven, CT, 2012  
How Pleasure Works, Rome Science Festival, Italy, 2013  
The Pleasure Principle, Google Zeitgeist Europe, 2013  
There is Nothing Special About Religion, Green College, Vancouver, 2013  
There is Nothing Special About Religion. Center for Theological Inquiry, Princeton, NJ 2013  
Just Babies, 92<sup>nd</sup> Street Y, New York, 2013  
Just Babies, New York Public Library, 2014  
Prejudice is natural. TED 250, 2014  
[Public discussion with Frans de Waal], Yale, 2014  
Just Babies, The Jung Center, Houston, 2014  
Science and literature Festival, Public discussion with Ian McEwan, London, 2014  
Just Babies, Fronteiras do Pensamento, Sao Paulo, Brazil, 2014



Seven Deadly Sins. Ciudad des Ideas, Puebla, Mexico, 2014  
 The New Science of Pleasure, Aspen Ideas Festival, Aspen CO, 2015  
 Against Empathy. Aspen Ideas Festival, Aspen CO, 2015  
 Against Empathy, United Nations Women’s International Forum, NYC, 2016  
 How Pleasure Works, Tiger 21, Boca, FL, 2017  
 The problem of Evil, Aspen Ideas Festival, Aspen CO, 2017  
 Against Empathy, Copernicus Festival, Krakow, Poland, 2017  
 Against Empathy, Foundation Academia Platonica, Seoul, Korea, 2017  
 Dehumanization. True/False Film Festival, Columbus, Missouri, 2018  
 Against Empathy, Adelaide Writers Festival, 2019  
 Public debate about the merits of Empathy, University of Amsterdam, 2020 [\*cancelled due to COVID-19]

***Invited colloquia***

1989: Cornell University, Brandeis University, Harvard University, MIT, McGill University, University of Massachusetts, Amherst,  
 1990: Yale University, Brandeis, University, UCSD, UCLA, University of Arizona, Northeastern University, Northwestern University,  
 1991: University of Arizona  
 1992: University of Arizona, University of Chicago  
 1993: University of Arizona  
 1994: University of New Mexico, Medical Research Council, CDU, Max Planck Institute for Psycholinguistics, Centre de Recherche en Epistémologie Appliquée, Ecole Polytechnique  
 1995: University of Padua, Birkbeck College  
 1997: University of Essex, University of Exeter, University of Edinburgh, Medical Research Council, London  
 1998: Birkbeck College, Oxford, University College London, University of Wales, Yale University, Institute of Cognitive Neuroscience, London, Goldsmith College, Oxford University, University of Warwick, Stanford University  
 1999: Panasonic Corporation (Japan), Yale University  
 2000: Swarthmore College, University of Pennsylvania, Brown University  
 2001: Boston University, Northeastern University  
 2002: Haskins Laboratories, University of Massachusetts, Amherst, McGill University, Northwestern University, Columbia University, Whitney Humanities Center, Harvard Graduate School of Education, New York University  
 2003: Harvard University, Carnegie-Mellon University  
 2004: University of Wisconsin, Emory University, Columbia University, University of Oregon, Cornell University, Michigan State University  
 2005: Florida Atlantic University, University of Michigan, Boston University, Rutgers University, Johns Hopkins University, Catholic University of Milan, Swarthmore College, University of Pennsylvania, University of Arizona  
 2006: Boston College, University of Rochester, Williams College, McGill University, University of Quebec in Montreal, Seoul National University, Korea University, Yonsei University, Beth Israel Medical Center, Hampshire College, UCLA, Max Planck Institute for Psycholinguistics/University of Nijmegen (lecture series).

- 2007: Franklin and Marshall College, University of Pennsylvania, University of Virginia, University of Delaware, Rutgers, Vanderbilt, Johns Hopkins University (lecture series). Wesleyan, University of Washington
- 2008: American Enterprise Institute, Johns Hopkins University (lecture series), University of British Columbia, Bates College, Fordham University
- 2009: Villanova, University of California, Santa Barbara (2 lectures), Hampshire College, Harvard University
- 2010: University of Connecticut, Storrs, Tufts University, University of Illinois, Urbana-Champaign, University of California at Santa Barbara (lecture series), Northeastern University, University of Chicago, Davidson College, University of Pennsylvania
- 2011: Waseda University (Tokyo), St. Johns, Rutgers, MIT, Williams, Columbia, Brown, Stanford, Georgia State University
- 2012: Sacred Heart University, Coast Guard Academy, Yale University Medical School, Boston University, Whitney Center for the Humanities (Yale)
- 2013: Wharton School, University of British Columbia, Princeton, Center for Theological Inquiry, University of Chicago Business School
- 2014: University of Houston Honors' College, Yale-NUS Singapore, Harvard University Humanities Center
- 2015: Lehigh University, Davidson College, University of Wisconsin, Rockefeller University, Princeton, Holy Cross College, Harvard (lab visit), University of Massachusetts, Amherst
- 2016: University of Missouri, University of Oregon, University of Maryland, University of Houston, University of Connecticut
- 2017: McMaster University, University of Waterloo, University of Washington, Yale University School of Management, Stevens, University of Toronto, University of Edinburgh
- 2018: Boston University, Claremont McKenna College, University of Connecticut, Storrs
- 2019: Vanier St. Croix, University of New South Wales, University of Wellington, New York University (distinguished lecture series), University of Toronto, Queens, Cornell, Columbia.
- 2020: [various commitments cancelled or postponed due to COVID-19]
- 2021: Michigan State University
- 2022: York University, University of Colorado, Hong Kong University, Rothman School of Management, University of Toronto