

Paul Bloom

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

119
papers

13,240
citations

55
h-index

115
g-index

129
ext. papers

15,247
ext. citations

7.3
avg, IF

7.07
L-index

| # | Paper | IF | Citations |
|-----|--|------|-----------|
| 119 | What does it mean to say that cultured meat is unnatural?. <i>Appetite</i> , 2021 , 156, 104960 | 4.5 | 9 |
| 118 | Children Prioritize Humans Over Animals Less Than Adults Do. <i>Psychological Science</i> , 2021 , 32, 27-38 | 7.9 | 13 |
| 117 | The Paradox of Pleasurable Fear. <i>Trends in Cognitive Sciences</i> , 2021 , 25, 93-94 | 14 | 0 |
| 116 | Developing judgments about peers' obligation to intervene. <i>Cognition</i> , 2020 , 201, 104215 | 3.5 | 5 |
| 115 | The pandemic exposes human nature: 10 evolutionary insights. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2020 , 117, 27767-27776 | 11.5 | 28 |
| 114 | Do Children and Adults Take Social Relationship Into Account When Evaluating People's Actions?. <i>Child Development</i> , 2020 , 91, e1082-e1100 | 4.9 | 8 |
| 113 | The development of corporal third-party punishment. <i>Cognition</i> , 2019 , 190, 221-229 | 3.5 | 7 |
| 112 | Not Noble Savages after all: Limits to early altruism. <i>Current Directions in Psychological Science</i> , 2018 , 27, 3-8 | 6.5 | 53 |
| 111 | Nothing Personal: What Psychologists Get Wrong about Identity. <i>Trends in Cognitive Sciences</i> , 2018 , 22, 566-568 | 14 | 15 |
| 110 | Do minds switch bodies? Dualist interpretations across ages and societies. <i>Religion, Brain and Behavior</i> , 2018 , 8, 354-368 | 0.6 | 19 |
| 109 | If You Become Evil, Do You Die?. <i>Trends in Cognitive Sciences</i> , 2018 , 22, 740-741 | 14 | 1 |
| 108 | Why Do We Hate Hypocrites? Evidence for a Theory of False Signaling. <i>Psychological Science</i> , 2017 , 28, 356-368 | 7.9 | 54 |
| 107 | Empathy and Its Discontents. <i>Trends in Cognitive Sciences</i> , 2017 , 21, 24-31 | 14 | 137 |
| 106 | Why people prefer unequal societies. <i>Nature Human Behaviour</i> , 2017 , 1, | 12.8 | 133 |
| 105 | Empathy, Schmempathy: Response to Zaki. <i>Trends in Cognitive Sciences</i> , 2017 , 21, 60-61 | 14 | 13 |
| 104 | Why Do We Hate Hypocrites? Evidence for a Theory of False Signaling. <i>SSRN Electronic Journal</i> , 2017 , | 1 | 1 |
| 103 | You get what you give: children's karmic bargaining. <i>Developmental Science</i> , 2017 , 20, e12442 | 4.5 | 8 |

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| 102 | Some Equalities Are More Equal Than Others: Quality Equality Emerges Later Than Numerical Equality. <i>Child Development</i> , 2016 , 87, 1520-8 | 4.9 | 26 |
| 101 | Third-party punishment as a costly signal of trustworthiness. <i>Nature</i> , 2016 , 530, 473-6 | 50.4 | 205 |
| 100 | What Develops in Moral Development? 2016 , 347-364 | | 10 |
| 99 | A Simple Task Uncovers a Postdictive Illusion of Choice. <i>Psychological Science</i> , 2016 , 27, 914-22 | 7.9 | 16 |
| 98 | Are empathy and concern psychologically distinct?. <i>Emotion</i> , 2016 , 16, 1107-1116 | 4.1 | 78 |
| 97 | When the Spirit Is Willing, but the Flesh Is Weak: Developmental Differences in Judgments About Inner Moral Conflict. <i>Psychological Science</i> , 2016 , 27, 1498-1506 | 7.9 | 19 |
| 96 | Fact or Fiction? Children's Preferences for Real Versus Make-Believe Stories. <i>Imagination, Cognition and Personality</i> , 2015 , 34, 243-258 | 0.8 | 9 |
| 95 | "Everything happens for a reason": children's beliefs about purpose in life events. <i>Child Development</i> , 2015 , 86, 503-18 | 4.9 | 21 |
| 94 | Is it Oscar-worthy? Children's metarepresentational understanding of acting. <i>PLoS ONE</i> , 2015 , 10, e0119604 | 9.4 | 2 |
| 93 | Religion: more money, more morals. <i>Current Biology</i> , 2015 , 25, R37-8 | 6.3 | 0 |
| 92 | Characterizing characters: How children make sense of realistic acting. <i>Cognitive Development</i> , 2015 , 34, 39-50 | 1.7 | 41 |
| 91 | Value judgments and the true self. <i>Personality and Social Psychology Bulletin</i> , 2014 , 40, 203-16 | 4.1 | 119 |
| 90 | Why did this happen to me? Religious believers' and non-believers' teleological reasoning about life events. <i>Cognition</i> , 2014 , 133, 277-303 | 3.5 | 123 |
| 89 | Children's preference for social stories. <i>Developmental Psychology</i> , 2014 , 50, 498-503 | 3.7 | 9 |
| 88 | Physical contact influences how much people pay at celebrity auctions. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2014 , 111, 3705-8 | 11.5 | 42 |
| 87 | Anti-equality: social comparison in young children. <i>Cognition</i> , 2014 , 130, 152-6 | 3.5 | 96 |
| 86 | Would Tarzan believe in God? Conditions for the emergence of religious belief. <i>Trends in Cognitive Sciences</i> , 2013 , 17, 7-8 | 14 | 94 |
| 85 | Causal essentialism in kinds. <i>Quarterly Journal of Experimental Psychology</i> , 2013 , 66, 1113-30 | 1.8 | 11 |

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|----|--|------|-----|
| 84 | Disgusting smells cause decreased liking of gay men. <i>Emotion</i> , 2012 , 12, 23-7 | 4.1 | 146 |
| 83 | Do children think that duplicating the body also duplicates the mind?. <i>Cognition</i> , 2012 , 125, 466-74 | 3.5 | 24 |
| 82 | Art and authenticity: the importance of originals in judgments of value. <i>Journal of Experimental Psychology: General</i> , 2012 , 141, 558-69 | 4.7 | 160 |
| 81 | Religion, morality, evolution. <i>Annual Review of Psychology</i> , 2012 , 63, 179-99 | 26.1 | 169 |
| 80 | Developing Intuitions about How Personal and Social Properties Are Linked to the Brain and the Body. <i>Infant and Child Development</i> , 2012 , 221, 430-441 | 1.4 | 3 |
| 79 | Windows to the soul: children and adults see the eyes as the location of the self. <i>Cognition</i> , 2012 , 123, 313-8 | 3.5 | 37 |
| 78 | The mind on stage: why cognitive scientists should study acting. <i>Trends in Cognitive Sciences</i> , 2011 , 15, 141-2 | 14 | 28 |
| 77 | Celebrity Contagion and the Value of Objects. <i>Journal of Consumer Research</i> , 2011 , 38, 215-228 | 6.3 | 174 |
| 76 | How infants and toddlers react to antisocial others. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2011 , 108, 19931-6 | 11.5 | 301 |
| 75 | Children's and adults' judgments of equitable resource distributions. <i>Developmental Science</i> , 2010 , 13, 37-45 | 4.5 | 67 |
| 74 | Three-month-olds show a negativity bias in their social evaluations. <i>Developmental Science</i> , 2010 , 13, 923-9 | 4.5 | 281 |
| 73 | Do Young Children Know What Makes A Picture Useful To Other People?. <i>Journal of Cognition and Culture</i> , 2010 , 10, 27-37 | 0.8 | 9 |
| 72 | Implicit Voodoo: Electrodermal Activity Reveals a Susceptibility to Sympathetic Magic. <i>Journal of Cognition and Culture</i> , 2010 , 10, 391-399 | 0.8 | 13 |
| 71 | Choice-induced preferences in the absence of choice: Evidence from a blind two choice paradigm with young children and capuchin monkeys. <i>Journal of Experimental Social Psychology</i> , 2010 , 46, 204-207 ^{2.6} | | 130 |
| 70 | Young children separate multiple pretend worlds. <i>Developmental Science</i> , 2009 , 12, 699-705 | 4.5 | 21 |
| 69 | Disgust sensitivity predicts intuitive disapproval of gays. <i>Emotion</i> , 2009 , 9, 435-9 | 4.1 | 327 |
| 68 | The shape of controversy: what counts as an explanation of development? Introduction to the special section. <i>Developmental Science</i> , 2008 , 11, 183-4 | 4.5 | 17 |
| 67 | The shape of thought. <i>Developmental Science</i> , 2008 , 11, 204-8 | 4.5 | 35 |

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|----|--|------|-----|
| 66 | Children prefer certain individuals over perfect duplicates. <i>Cognition</i> , 2008 , 106, 455-62 | 3.5 | 108 |
| 65 | Two-year-olds use artist intention to understand drawings. <i>Cognition</i> , 2008 , 106, 512-8 | 3.5 | 56 |
| 64 | Three- and four-year-olds spontaneously use others' past performance to guide their learning. <i>Cognition</i> , 2008 , 107, 1018-34 | 3.5 | 335 |
| 63 | Is a Refrigerator Good or Evil? The Moral Evaluation of Everyday Objects. <i>Social Justice Research</i> , 2008 , 21, 457-469 | 1.6 | 11 |
| 62 | Social evaluation by preverbal infants. <i>Nature</i> , 2007 , 450, 557-9 | 50.4 | 951 |
| 61 | Religion is natural. <i>Developmental Science</i> , 2007 , 10, 147-51 | 4.5 | 332 |
| 60 | Developmental changes in the understanding of generics. <i>Cognition</i> , 2007 , 105, 166-83 | 3.5 | 55 |
| 59 | More than words: A reply to Malt and Sloman. <i>Cognition</i> , 2007 , 105, 649-655 | 3.5 | 16 |
| 58 | Two-year-olds appreciate the dual nature of pictures. <i>Psychological Science</i> , 2007 , 18, 1-2 | 7.9 | 39 |
| 57 | The origins of cognitive dissonance: evidence from children and monkeys. <i>Psychological Science</i> , 2007 , 18, 978-83 | 7.9 | 177 |
| 56 | The curse of knowledge in reasoning about false beliefs. <i>Psychological Science</i> , 2007 , 18, 382-6 | 7.9 | 219 |
| 55 | Childhood origins of adult resistance to science. <i>Science</i> , 2007 , 316, 996-7 | 33.3 | 176 |
| 54 | What does Batman think about SpongeBob? children's understanding of the fantasy/fantasy distinction. <i>Cognition</i> , 2006 , 101, B9-18 | 3.5 | 82 |
| 53 | My Brain Made Me Do It. <i>Journal of Cognition and Culture</i> , 2006 , 6, 209-214 | 0.8 | 9 |
| 52 | Lexical knowledge and lexical use in autism. <i>Journal of Autism and Developmental Disorders</i> , 2006 , 36, 795-805 | 4.6 | 33 |
| 51 | The Intuitive Cosmology of Fictional Worlds 2006 , 73-86 | | 15 |
| 50 | Word Learning, Intentions, and Discourse. <i>Journal of the Learning Sciences</i> , 2005 , 14, 311-314 | 3.8 | 2 |
| 49 | Children's understanding of the Ulysses conflict. <i>Developmental Science</i> , 2005 , 8, 387-92 | 4.5 | 54 |

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|----|---|------|-----|
| 48 | Behavior. Can a dog learn a word?. <i>Science</i> , 2004 , 304, 1605-6 | 33.3 | 55 |
| 47 | The role of historical intuitions in children's and adults' naming of artifacts. <i>Cognition</i> , 2004 , 91, 23-42 | 3.5 | 96 |
| 46 | Do 5-month-old infants see humans as material objects?. <i>Cognition</i> , 2004 , 94, 95-103 | 3.5 | 155 |
| 45 | Understanding children's and adults' limitations in mental state reasoning. <i>Trends in Cognitive Sciences</i> , 2004 , 8, 255-60 | 14 | 142 |
| 44 | Children are cursed: an asymmetric bias in mental-state attribution. <i>Psychological Science</i> , 2003 , 14, 283-6.9 | 6.9 | 134 |
| 43 | How specific is the shape bias?. <i>Child Development</i> , 2003 , 74, 168-78 | 4.9 | 110 |
| 42 | Children's reliance on creator's intent in extending names for artifacts. <i>Psychological Science</i> , 2003 , 14, 164-8 | 7.9 | 175 |
| 41 | Attribution of dispositional states by 12-month-olds. <i>Psychological Science</i> , 2003 , 14, 402-8 | 7.9 | 401 |
| 40 | You can dance if you want to. <i>Behavioral and Brain Sciences</i> , 2002 , 25, 630-631 | 0.9 | 34 |
| 39 | Enumeration of collective entities by 5-month-old infants. <i>Cognition</i> , 2002 , 83, B55-62 | 3.5 | 137 |
| 38 | Preschoolers are sensitive to the speaker's knowledge when learning proper names. <i>Child Development</i> , 2002 , 73, 434-44 | 4.9 | 58 |
| 37 | Mindreading, Communication and the Learning of Names for Things. <i>Mind and Language</i> , 2002 , 17, 37-54.1.6 | 1.6 | 111 |
| 36 | Back to nature. <i>Trends in Cognitive Sciences</i> , 2002 , 6, 538-539 | 14 | |
| 35 | Thinking Through Language. <i>Mind and Language</i> , 2001 , 16, 351-367 | 1.6 | 73 |
| 34 | Are there principles that apply only to the acquisition of words? A reply to Waxman and Booth. <i>Cognition</i> , 2001 , 78, 89-90 | 3.5 | 70 |
| 33 | Primer word learning. <i>Current Biology</i> , 2001 , 11, R5-6 | 6.3 | 8 |
| 32 | Novel thinking. <i>Trends in Cognitive Sciences</i> , 2001 , 5, 453-454 | 14 | 1 |
| 31 | Controversies in the study of word learning. <i>Behavioral and Brain Sciences</i> , 2001 , 24, 1124-1130 | 0.9 | 28 |

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|----|--|------|-----|
| 30 | Roots of word learning 2001 , 159-182 | | 6 |
| 29 | Prüfis of How children learn the meanings of words. <i>Behavioral and Brain Sciences</i> , 2001 , 24, 1095-103; discussion 1104-34 | 0.9 | 135 |
| 28 | Language and thought: does grammar makes us smart?. <i>Current Biology</i> , 2000 , 10, R516-7 | 6.3 | 7 |
| 27 | Young children are sensitive to how an object was created when deciding what to name it. <i>Cognition</i> , 2000 , 76, 91-103 | 3.5 | 212 |
| 26 | Two reasons to abandon the false belief task as a test of theory of mind. <i>Cognition</i> , 2000 , 77, B25-31 | 3.5 | 455 |
| 25 | How special are objects? Children's reasoning about objects, parts, and holes. <i>Psychological Science</i> , 2000 , 11, 497-501 | 7.9 | 36 |
| 24 | How Children Learn the Meanings of Words 2000 , | | 755 |
| 23 | The perceived intentionality of groups. <i>Cognition</i> , 1999 , 71, B1-9 | 3.5 | 89 |
| 22 | Is grammar special?. <i>Current Biology</i> , 1999 , 9, R127-8 | 6.3 | 5 |
| 21 | Capacities underlying word learning. <i>Trends in Cognitive Sciences</i> , 1998 , 2, 67-73 | 14 | 81 |
| 20 | Intention and Analogy in Children's Naming of Pictorial Representations. <i>Psychological Science</i> , 1998 , 9, 200-204 | 7.9 | 184 |
| 19 | Different structures for concepts of individuals, stuffs, and real kinds: One Mama, more milk, and many mice. <i>Behavioral and Brain Sciences</i> , 1998 , 21, 66-67 | 0.9 | |
| 18 | Linguistic cues in the acquisition of number words. <i>Journal of Child Language</i> , 1997 , 24, 511-33 | 2.3 | 132 |
| 17 | Evidence against a dedicated system for word learning in children. <i>Nature</i> , 1997 , 385, 813-5 | 50.4 | 280 |
| 16 | Intention, history, and artifact concepts. <i>Cognition</i> , 1996 , 60, 1-29 | 3.5 | 406 |
| 15 | Possible Individuals in Language and Cognition. <i>Current Directions in Psychological Science</i> , 1996 , 5, 90-93 | 6.5 | 55 |
| 14 | Controversies in Language Acquisition: Word Learning and the Part of Speech 1996 , 151-184 | | 1 |
| 13 | Syntactic cues in the acquisition of collective nouns. <i>Cognition</i> , 1995 , 56, 1-30 | 3.5 | 128 |

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|----|--|-----|-------------|
| 12 | The real problem with constructivism. <i>Behavioral and Brain Sciences</i> , 1994 , 17, 707-708 | 0.9 | 7 |
| 11 | Domain-specific knowledge in simple categorization tasks. <i>Psychonomic Bulletin and Review</i> , 1994 , 1, 390-5 | 4.1 | 8 |
| 10 | Generativity within language and other cognitive domains. <i>Cognition</i> , 1994 , 51, 177-89; discussion 191-8 | 3.5 | 135 |
| 9 | Possible names: The role of syntax-semantics mappings in the acquisition of nominals. <i>Lingua</i> , 1994 , 92, 297-329 | 0.7 | 100 |
| 8 | Humans did not evolve from bats. <i>Behavioral and Brain Sciences</i> , 1994 , 17, 183-185 | 0.9 | 2 |
| 7 | Children's Knowledge of Binding and Coreference: Evidence from Spontaneous Speech. <i>Language</i> , 1994 , 70, 53 | 1.4 | 34 |
| 6 | The Origins of Psychological Axioms of Arithmetic and Geometry. <i>Mind and Language</i> , 1992 , 7, 409-420 | 1.6 | 4 |
| 5 | What does language acquisition tell us about language evolution?. <i>Behavioral and Brain Sciences</i> , 1991 , 14, 553-554 | 0.9 | 6 |
| 4 | Issues in the evolution of the human language faculty. <i>Behavioral and Brain Sciences</i> , 1990 , 13, 765-784 | 0.9 | 10 |
| 3 | Natural language and natural selection. <i>Behavioral and Brain Sciences</i> , 1990 , 13, 707-727 | 0.9 | 1932 |
| 2 | Syntactic distinctions in child language. <i>Journal of Child Language</i> , 1990 , 17, 343-55 | 2.3 | 156 |
| 1 | The Creativity of Everyday Moral Reasoning: Empathy, Disgust, and Moral Persuasion | | 81-98 23 |