

Andrei Cimpian

List of Publications by Year in descending order

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Version: 2024-02-01

78
papers

4,693
citations

126907

33
h-index

106344

65
g-index

86
all docs

86
docs citations

86
times ranked

3021
citing authors

#	ARTICLE	IF	CITATIONS
1	Expectations of brilliance underlie gender distributions across academic disciplines. <i>Science</i> , 2015, 347, 262-265.	12.6	916
2	Gender stereotypes about intellectual ability emerge early and influence children's interests. <i>Science</i> , 2017, 355, 389-391.	12.6	636
3	Subtle Linguistic Cues Affect Children's Motivation. <i>Psychological Science</i> , 2007, 18, 314-316.	3.3	285
4	Women are underrepresented in fields where success is believed to require brilliance. <i>Frontiers in Psychology</i> , 2015, 6, 235.	2.1	188
5	The inherence heuristic: An intuitive means of making sense of the world, and a potential precursor to psychological essentialism. <i>Behavioral and Brain Sciences</i> , 2014, 37, 461-480.	0.7	173
6	The Frequency of "Brilliant" and "Genius" in Teaching Evaluations Predicts the Representation of Women and African Americans across Fields. <i>PLoS ONE</i> , 2016, 11, e0150194.	2.5	134
7	Information learned from generic language becomes central to children's biological concepts: Evidence from their open-ended explanations. <i>Cognition</i> , 2009, 113, 14-25.	2.2	123
8	Messages about brilliance undermine women's interest in educational and professional opportunities. <i>Journal of Experimental Social Psychology</i> , 2018, 76, 404-420.	2.2	100
9	Generic Statements Require Little Evidence for Acceptance but Have Powerful Implications. <i>Cognitive Science</i> , 2010, 34, 1452-1482.	1.7	98
10	Crowdsourcing hypothesis tests: Making transparent how design choices shape research results.. <i>Psychological Bulletin</i> , 2020, 146, 451-479.	6.1	87
11	An early-emerging explanatory heuristic promotes support for the status quo.. <i>Journal of Personality and Social Psychology</i> , 2015, 109, 739-752.	2.8	82
12	The Generic/Nongeneric Distinction Influences How Children Interpret New Information About Social Others. <i>Child Development</i> , 2011, 82, 471-492.	3.0	80
13	Teacher Mindsets Help Explain Where a Growth-Mindset Intervention Does and Doesn't Work. <i>Psychological Science</i> , 2022, 33, 18-32.	3.3	80
14	Preschool children's use of cues to generic meaning. <i>Cognition</i> , 2008, 107, 19-53.	2.2	77
15	The pipeline project: Pre-publication independent replications of a single laboratory's research pipeline. <i>Journal of Experimental Social Psychology</i> , 2016, 66, 55-67.	2.2	74
16	Who Is Good at This Game? Linking an Activity to a Social Category Undermines Children's Achievement. <i>Psychological Science</i> , 2012, 23, 533-541.	3.3	68
17	How does social essentialism affect the development of intergroup relations?. <i>Developmental Science</i> , 2018, 21, e12509.	2.4	65
18	Evidence of bias against girls and women in contexts that emphasize intellectual ability.. <i>American Psychologist</i> , 2018, 73, 1139-1153.	4.2	60

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19	Teachers'™ belief that math requires innate ability predicts lower intrinsic motivation among low-achieving students. <i>Learning and Instruction</i> , 2020, 65, 101220.	3.2	59
20	The impact of generic language about ability on children's achievement motivation.. <i>Developmental Psychology</i> , 2010, 46, 1333-1340.	1.6	54
21	Why Do People Tend to Infer "Ought" From "Is"? The Role of Biases in Explanation. <i>Psychological Science</i> , 2016, 27, 1109-1122.	3.3	54
22	Why are dunkels sticky? Preschoolers infer functionality and intentional creation for artifact properties learned from generic language. <i>Cognition</i> , 2010, 117, 62-68.	2.2	48
23	Which role models are effective for which students? A systematic review and four recommendations for maximizing the effectiveness of role models in STEM. <i>International Journal of STEM Education</i> , 2021, 8, 59.	5.0	48
24	Adults and children implicitly associate brilliance with men more than women. <i>Journal of Experimental Social Psychology</i> , 2020, 90, 104020.	2.2	47
25	Remembering kinds: New evidence that categories are privileged in children's™ thinking. <i>Cognitive Psychology</i> , 2012, 64, 161-185.	2.2	46
26	The effect of generic statements on children's causal attributions: Questions of mechanism.. <i>Developmental Psychology</i> , 2012, 48, 159-170.	1.6	45
27	The inherece heuristic across development: Systematic differences between children's™ and adults's™ explanations for everyday facts. <i>Cognitive Psychology</i> , 2014, 75, 130-154.	2.2	43
28	Conceptions of Adolescence: Implications for Differences in Engagement in School Over Early Adolescence in the United States and China. <i>Journal of Youth and Adolescence</i> , 2016, 45, 1512-1526.	3.5	42
29	The Absence of a Shape Bias in Children's Word Learning.. <i>Developmental Psychology</i> , 2005, 41, 1003-1019.	1.6	41
30	Do Lions Have Manes? For Children, Generics Are About Kinds Rather Than Quantities. <i>Child Development</i> , 2012, 83, 423-433.	3.0	41
31	The Inherece Heuristic as a Source of Essentialist Thought. <i>Personality and Social Psychology Bulletin</i> , 2014, 40, 1297-1315.	3.0	41
32	The Acquisition of Gender Stereotypes about Intellectual Ability: Intersections with Race. <i>Journal of Social Issues</i> , 2019, 75, 1192-1215.	3.3	39
33	Children expect generic knowledge to be widely shared. <i>Cognition</i> , 2012, 123, 419-433.	2.2	38
34	How Do We Encourage Gifted Girls to Pursue and Succeed in Science and Engineering?. <i>Gifted Child Today</i> , 2018, 41, 196-207.	0.7	37
35	Theory-based considerations influence the interpretation of generic sentences. <i>Language and Cognitive Processes</i> , 2010, 25, 261-276.	2.2	35
36	Women's™ particularly underrepresented minority women's™ and early-career academics feel like impostors in fields that value brilliance.. <i>Journal of Educational Psychology</i> , 2022, 114, 1086-1100.	2.9	32

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37	Why do people believe in a "true self"? The role of essentialist reasoning about personal identity and the self.. Journal of Personality and Social Psychology, 2019, 117, 386-416.	2.8	32
38	The Myth That Only Brilliant People Are Good at Math and Its Implications for Diversity. Education Sciences, 2018, 8, 65.	2.6	30
39	Investigating the origins of political views: biases in explanation predict conservative attitudes in children and adults. Developmental Science, 2018, 21, e12567.	2.4	27
40	Young Children's Self-Concepts Include Representations of Abstract Traits and the Global Self. Child Development, 2017, 88, 1786-1798.	3.0	25
41	Response to Comment on "Expectations of brilliance underlie gender distributions across academic disciplines". Science, 2015, 349, 391-391.	12.6	24
42	Investigating the cognitive structure of stereotypes: Generic beliefs about groups predict social judgments better than statistical beliefs.. Journal of Experimental Psychology: General, 2017, 146, 607-614.	2.1	24
43	Refining and expanding the proposal of an inherence heuristic in human understanding. Behavioral and Brain Sciences, 2014, 37, 506-527.	0.7	20
44	The Brilliance Trap. Scientific American, 2017, 317, 60-65.	1.0	20
45	Tell me about Pangolins! Evidence that children are motivated to learn about kinds.. Journal of Experimental Psychology: General, 2014, 143, 46-55.	2.1	19
46	An explanatory heuristic gives rise to the belief that words are well suited for their referents. Cognition, 2015, 143, 228-240.	2.2	19
47	Memory accessibility shapes explanation: Testing key claims of the inherence heuristic account. Memory and Cognition, 2018, 46, 68-88.	1.6	19
48	Explanation as a Cognitive Process. Trends in Cognitive Sciences, 2019, 23, 187-199.	7.8	19
49	"It feels like it's in your body": How children in the United States think about nationality.. Journal of Experimental Psychology: General, 2019, 148, 1153-1168.	2.1	19
50	An Emphasis on Brilliance Fosters Masculinity-Contest Cultures. Psychological Science, 2022, 33, 595-612.	3.3	19
51	Preschoolers' Use of Morphosyntactic Cues to Identify Generic Sentences: Indefinite Singular Noun Phrases, Tense, and Aspect. Child Development, 2011, 82, 1561-1578.	3.0	18
52	Asking Children to "Be Helpers" Can Backfire After Setbacks. Child Development, 2020, 91, 236-248.	3.0	18
53	Memory Errors Reveal a Bias to Spontaneously Generalize to Categories. Cognitive Science, 2015, 39, 1021-1046.	1.7	17
54	Growth-Mindset Intervention Delivered by Teachers Boosts Achievement in Early Adolescence. Psychological Science, 2022, 33, 1086-1096.	3.3	15

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55	Inductive generalization relies on category representations. <i>Psychonomic Bulletin and Review</i> , 2017, 24, 632-636.	2.8	14
56	Building theory-based concepts: Four-year-olds preferentially seek explanations for features of kinds. <i>Cognition</i> , 2014, 131, 300-310.	2.2	13
57	Children's Intuitive Theories of Academic Performance. <i>Child Development</i> , 2020, 91, e902-e918.	3.0	13
58	Children show heightened knew-it-all-along errors when learning new facts about kinds: Evidence for the power of kind representations in children's thinking.. <i>Developmental Psychology</i> , 2015, 51, 1115-1130.	1.6	12
59	The Privileged Status of Category Representations in Early Development. <i>Child Development Perspectives</i> , 2016, 10, 99-104.	3.9	12
60	Based on billions of words on the internet, <scp>people</scp> = <scp>men</scp>. <i>Science Advances</i> , 2022, 8, eabm2463.	10.3	12
61	Understanding the Developmental Roots of Gender Gaps in Politics. <i>Psychological Inquiry</i> , 2021, 32, 53-71.	0.9	11
62	How Do Young Children Explain Differences in the Classroom? Implications for Achievement, Motivation, and Educational Equity. <i>Perspectives on Psychological Science</i> , 2021, 16, 533-552.	9.0	11
63	Differences in the Evaluation of Generic Statements About Human and Non-Human Categories. <i>Cognitive Science</i> , 2017, 41, 1934-1957.	1.7	10
64	Developmental evidence for a link between the inherence bias in explanation and psychological essentialism. <i>Journal of Experimental Child Psychology</i> , 2019, 177, 265-281.	1.4	10
65	“Wonderful but Weak”: Children's Ambivalent Attitudes Toward Women. <i>Sex Roles</i> , 2021, 84, 76-90.	2.4	10
66	The acquisition of the gender-brilliance stereotype: Age trajectory, relation to parents' stereotypes, and intersections with race/ethnicity. <i>Child Development</i> , 2022, 93, .	3.0	10
67	Are stereotypes accurate? A perspective from the cognitive science of concepts. <i>Behavioral and Brain Sciences</i> , 2017, 40, e3.	0.7	9
68	Canadian children's concepts of national groups: A comparison with children from the United States.. <i>Developmental Psychology</i> , 2020, 56, 2102-2109.	1.6	7
69	Data from a pre-publication independent replication initiative examining ten moral judgement effects. <i>Scientific Data</i> , 2016, 3, 160082.	5.3	6
70	Generic Statements, Causal Attributions, and Children's Naive Theories. , 2013, , 269-274.		5
71	Preface for the special issue on The Process of Explanation. <i>Psychonomic Bulletin and Review</i> , 2017, 24, 1361-1363.	2.8	4
72	How deep do we dig? Formal explanations as placeholders for inherent explanations. <i>Cognitive Psychology</i> , 2018, 106, 43-59.	2.2	4

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73	Neurodualism: People Assume that the Brain Affects the Mind more than the Mind Affects the Brain. <i>Cognitive Science</i> , 2021, 45, e13034.	1.7	4
74	Intuitions about personal identity are rooted in essentialist thinking across development. <i>Cognition</i> , 2019, 191, 103981.	2.2	3
75	Generics about categories and generics about individuals: Same phenomenon or different?. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2021, 47, 1836-1855.	0.9	2
76	An Integrative Developmental Framework for Studying Gender Inequities in Politics. <i>Psychological Inquiry</i> , 2021, 32, 137-152.	0.9	1
77	Subtle Syntactic Cues Affect Intuitions about Knowledge. , 2018, , .		1
78	Myth of the Lazy Genius. <i>Character Lab Tips</i> , 0, , .	0.0	0