

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	Womenâ€™ particularly underrepresented minority womenâ€™ and early-career academics feel like impostors in fields that value brilliance.. Journal of Educational Psychology, 2022, 114, 1086-1100.	2.9	32
2	Teacher Mindsets Help Explain Where a Growth-Mindset Intervention Does and Doesnâ€™t Work. Psychological Science, 2022, 33, 18-32.	3.3	80
3	An Emphasis on Brilliance Fosters Masculinity-Contest Cultures. Psychological Science, 2022, 33, 595-612.	3.3	19
4	Based on billions of words on the internet, <scp>people</scp> = <scp>men</scp>. Science Advances, 2022, 8, eabm2463.	10.3	12
5	The acquisition of the genderâ€™brilliance stereotype: Age trajectory, relation to parents' stereotypes, and intersections with race/ethnicity. Child Development, 2022, 93, .	3.0	10
6	Growth-Mindset Intervention Delivered by Teachers Boosts Achievement in Early Adolescence. Psychological Science, 2022, 33, 1086-1096.	3.3	15
7	â€™Wonderful but Weakâ€™: Childrenâ€™s Ambivalent Attitudes Toward Women. Sex Roles, 2021, 84, 76-90.	2.4	10
8	An Integrative Developmental Framework for Studying Gender Inequities in Politics. Psychological Inquiry, 2021, 32, 137-152.	0.9	1
9	Understanding the Developmental Roots of Gender Gaps in Politics. Psychological Inquiry, 2021, 32, 53-71.	0.9	11
10	Neurodualism: People Assume that the Brain Affects the Mind more than the Mind Affects the Brain. Cognitive Science, 2021, 45, e13034.	1.7	4
11	How Do Young Children Explain Differences in the Classroom? Implications for Achievement, Motivation, and Educational Equity. Perspectives on Psychological Science, 2021, 16, 533-552.	9.0	11
12	Generics about categories and generics about individuals: Same phenomenon or different?. Journal of Experimental Psychology: Learning Memory and Cognition, 2021, 47, 1836-1855.	0.9	2
13	Which role models are effective for which students? A systematic review and four recommendations for maximizing the effectiveness of role models in STEM. International Journal of STEM Education, 2021, 8, 59.	5.0	48
14	Asking Children to â€™Be Helpersâ€™ Can Backfire After Setbacks. Child Development, 2020, 91, 236-248.	3.0	18
15	Childrenâ€™s Intuitive Theories of Academic Performance. Child Development, 2020, 91, e902-e918.	3.0	13
16	Teachersâ€™ belief that math requires innate ability predicts lower intrinsic motivation among low-achieving students. Learning and Instruction, 2020, 65, 101220.	3.2	59
17	Adults and children implicitly associate brilliance with men more than women. Journal of Experimental Social Psychology, 2020, 90, 104020.	2.2	47
18	Crowdsourcing hypothesis tests: Making transparent how design choices shape research results.. Psychological Bulletin, 2020, 146, 451-479.	6.1	87

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19	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
20	Intuitions about personal identity are rooted in essentialist thinking across development. <i>Cognition</i> , 2019, 191, 103981.	2.2	3
21	The Acquisition of Gender Stereotypes about Intellectual Ability: Intersections with Race. <i>Journal of Social Issues</i> , 2019, 75, 1192-1215.	3.3	39
22	Explanation as a Cognitive Process. <i>Trends in Cognitive Sciences</i> , 2019, 23, 187-199.	7.8	19
23	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
24	Why do people believe in a "true self"? The role of essentialist reasoning about personal identity and the self.. <i>Journal of Personality and Social Psychology</i> , 2019, 117, 386-416.	2.8	32
25	"It feels like it's in your body": How children in the United States think about nationality.. <i>Journal of Experimental Psychology: General</i> , 2019, 148, 1153-1168.	2.1	19
26	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
27	How does social essentialism affect the development of intergroup relations?. <i>Developmental Science</i> , 2018, 21, e12509.	2.4	65
28	Investigating the origins of political views: biases in explanation predict conservative attitudes in children and adults. <i>Developmental Science</i> , 2018, 21, e12567.	2.4	27
29	Memory accessibility shapes explanation: Testing key claims of the inherence heuristic account. <i>Memory and Cognition</i> , 2018, 46, 68-88.	1.6	19
30	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
31	How deep do we dig? Formal explanations as placeholders for inherent explanations. <i>Cognitive Psychology</i> , 2018, 106, 43-59.	2.2	4
32	The Myth That Only Brilliant People Are Good at Math and Its Implications for Diversity. <i>Education Sciences</i> , 2018, 8, 65.	2.6	30
33	Evidence of bias against girls and women in contexts that emphasize intellectual ability.. <i>American Psychologist</i> , 2018, 73, 1139-1153.	4.2	60
34	Subtle Syntactic Cues Affect Intuitions about Knowledge. , 2018, , .		1
35	Inductive generalization relies on category representations. <i>Psychonomic Bulletin and Review</i> , 2017, 24, 632-636.	2.8	14
36	Gender stereotypes about intellectual ability emerge early and influence children's interests. <i>Science</i> , 2017, 355, 389-391.	12.6	636

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37	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
38	Differences in the Evaluation of Generic Statements About Human and Non-Human Categories. Cognitive Science, 2017, 41, 1934-1957.	1.7	10
39	Are stereotypes accurate? A perspective from the cognitive science of concepts. Behavioral and Brain Sciences, 2017, 40, e3.	0.7	9
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	The Brilliance Trap. Scientific American, 2017, 317, 60-65.	1.0	20
42	Preface for the special issue on The Process of Explanation. Psychonomic Bulletin and Review, 2017, 24, 1361-1363.	2.8	4
43	The Frequency of "Brilliant" and "Genius" in Teaching Evaluations Predicts the Representation of Women and African Americans across Fields. PLoS ONE, 2016, 11, e0150194.	2.5	134
44	Why Do People Tend to Infer "Ought" From "Is"? The Role of Biases in Explanation. Psychological Science, 2016, 27, 1109-1122.	3.3	54
45	The Privileged Status of Category Representations in Early Development. Child Development Perspectives, 2016, 10, 99-104.	3.9	12
46	Data from a pre-publication independent replication initiative examining ten moral judgement effects. Scientific Data, 2016, 3, 160082.	5.3	6
47	Conceptions of Adolescence: Implications for Differences in Engagement in School Over Early Adolescence in the United States and China. Journal of Youth and Adolescence, 2016, 45, 1512-1526.	3.5	42
48	The pipeline project: Pre-publication independent replications of a single laboratory's research pipeline. Journal of Experimental Social Psychology, 2016, 66, 55-67.	2.2	74
49	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.. Developmental Psychology, 2015, 51, 1115-1130.	1.6	12
50	An early-emerging explanatory heuristic promotes support for the status quo.. Journal of Personality and Social Psychology, 2015, 109, 739-752.	2.8	82
51	Memory Errors Reveal a Bias to Spontaneously Generalize to Categories. Cognitive Science, 2015, 39, 1021-1046.	1.7	17
52	Expectations of brilliance underlie gender distributions across academic disciplines. Science, 2015, 347, 262-265.	12.6	916
53	Response to Comment on "Expectations of brilliance underlie gender distributions across academic disciplines". Science, 2015, 349, 391-391.	12.6	24
54	Women are underrepresented in fields where success is believed to require brilliance. Frontiers in Psychology, 2015, 6, 235.	2.1	188

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55	An explanatory heuristic gives rise to the belief that words are well suited for their referents. <i>Cognition</i> , 2015, 143, 228-240.	2.2	19
56	Tell me about Pangolins! Evidence that children are motivated to learn about kinds.. <i>Journal of Experimental Psychology: General</i> , 2014, 143, 46-55.	2.1	19
57	The Inherence Heuristic as a Source of Essentialist Thought. <i>Personality and Social Psychology Bulletin</i> , 2014, 40, 1297-1315.	3.0	41
58	Refining and expanding the proposal of an inherence heuristic in human understanding. <i>Behavioral and Brain Sciences</i> , 2014, 37, 506-527.	0.7	20
59	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
60	The inherence heuristic across development: Systematic differences between children's and adults' explanations for everyday facts. <i>Cognitive Psychology</i> , 2014, 75, 130-154.	2.2	43
61	Building theory-based concepts: Four-year-olds preferentially seek explanations for features of kinds. <i>Cognition</i> , 2014, 131, 300-310.	2.2	13
62	Generic Statements, Causal Attributions, and Children's Naive Theories. , 2013, , 269-274.		5
63	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
64	The effect of generic statements on children's causal attributions: Questions of mechanism.. <i>Developmental Psychology</i> , 2012, 48, 159-170.	1.6	45
65	Children expect generic knowledge to be widely shared. <i>Cognition</i> , 2012, 123, 419-433.	2.2	38
66	Remembering kinds: New evidence that categories are privileged in children's thinking. <i>Cognitive Psychology</i> , 2012, 64, 161-185.	2.2	46
67	Do Lions Have Manes? For Children, Generics Are About Kinds Rather Than Quantities. <i>Child Development</i> , 2012, 83, 423-433.	3.0	41
68	The Generic/Nongeneric Distinction Influences How Children Interpret New Information About Social Others. <i>Child Development</i> , 2011, 82, 471-492.	3.0	80
69	Preschoolers' Use of Morphosyntactic Cues to Identify Generic Sentences: Indefinite Singular Noun Phrases, Tense, and Aspect. <i>Child Development</i> , 2011, 82, 1561-1578.	3.0	18
70	The impact of generic language about ability on children's achievement motivation.. <i>Developmental Psychology</i> , 2010, 46, 1333-1340.	1.6	54
71	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
72	Generic Statements Require Little Evidence for Acceptance but Have Powerful Implications. <i>Cognitive Science</i> , 2010, 34, 1452-1482.	1.7	98

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73	Theory-based considerations influence the interpretation of generic sentences. <i>Language and Cognitive Processes</i> , 2010, 25, 261-276.	2.2	35
74	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
75	Preschool children's use of cues to generic meaning. <i>Cognition</i> , 2008, 107, 19-53.	2.2	77
76	Subtle Linguistic Cues Affect Children's Motivation. <i>Psychological Science</i> , 2007, 18, 314-316.	3.3	285
77	The Absence of a Shape Bias in Children's Word Learning. <i>Developmental Psychology</i> , 2005, 41, 1003-1019.	1.6	41
78	Myth of the Lazy Genius. <i>Character Lab Tips</i> , 0, , .	0.0	0