

Marjorie Rhodes

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4628679/publications.pdf>

Version: 2024-02-01

46
papers

2,134
citations

279487

23
h-index

253896

43
g-index

48
all docs

48
docs citations

48
times ranked

1068
citing authors

#	ARTICLE	IF	CITATIONS
1	Cultural transmission of social essentialism. Proceedings of the National Academy of Sciences of the United States of America, 2012, 109, 13526-13531.	3.3	255
2	A developmental examination of the conceptual structure of animal, artifact, and human social categories across two cultural contexts. Cognitive Psychology, 2009, 59, 244-274.	0.9	244
3	Boys Will Be Boys; Cows Will Be Cows: Children's Essentialist Reasoning About Gender Categories and Animal Species. Child Development, 2009, 80, 461-481.	1.7	172
4	Social Categories as Markers of Intrinsic Interpersonal Obligations. Psychological Science, 2013, 24, 999-1006.	1.8	144
5	Naïve Theories of Social Groups. Child Development, 2012, 83, 1900-1916.	1.7	105
6	The development and developmental consequences of social essentialism. Wiley Interdisciplinary Reviews: Cognitive Science, 2017, 8, e1437.	1.4	81
7	How does social essentialism affect the development of intergroup relations?. Developmental Science, 2018, 21, e12509.	1.3	65
8	Making Boundaries Great Again: Essentialism and Support for Boundary-Enhancing Initiatives. Personality and Social Psychology Bulletin, 2017, 43, 1643-1658.	1.9	63
9	The Development of Social Categorization. Annual Review of Developmental Psychology, 2019, 1, 359-386.	1.4	60
10	Infants' use of social partnerships to predict behavior. Developmental Science, 2015, 18, 909-916.	1.3	59
11	Children's use of race and gender as cues to social status. PLoS ONE, 2020, 15, e0234398.	1.1	57
12	Two-Thousand Years of Stasis, 2012, , 3-21.		56
13	Essentialism Promotes Racial Prejudice by Increasing Endorsement of Social Hierarchies. Social Psychological and Personality Science, 2018, 9, 461-469.	2.4	55
14	Online Developmental Science to Foster Innovation, Access, and Impact. Trends in Cognitive Sciences, 2020, 24, 675-678.	4.0	53
15	Advancing Developmental Science via Unmoderated Remote Research with Children. Journal of Cognition and Development, 2020, 21, 477-493.	0.6	52
16	Five-year-olds' beliefs about the discreteness of category boundaries for animals and artifacts. Psychonomic Bulletin and Review, 2009, 16, 920-924.	1.4	51
17	The Nature and Consequences of Essentialist Beliefs About Race in Early Childhood. Child Development, 2019, 90, e437-e453.	1.7	45
18	Subtle Linguistic Cues Increase Girls' Engagement in Science. Psychological Science, 2019, 30, 455-466.	1.8	44

#	ARTICLE	IF	CITATIONS
19	The Development of Intersectional Social Prototypes. <i>Psychological Science</i> , 2020, 31, 911-926.	1.8	37
20	Young children police group members at personal cost.. <i>Journal of Experimental Psychology: General</i> , 2020, 149, 182-191.	1.5	37
21	Children's Explanations as a Window Into Their Intuitive Theories of the Social World. <i>Cognitive Science</i> , 2014, 38, 1687-1697.	0.8	31
22	Cultural context shapes essentialist beliefs about religion.. <i>Developmental Psychology</i> , 2017, 53, 1178-1187.	1.2	30
23	Does It Matter How We Speak About Social Kinds? A Large, Preregistered, Online Experimental Study of How Language Shapes the Development of Essentialist Beliefs. <i>Child Development</i> , 2021, 92, e531-e547.	1.7	27
24	Is the most representative skunk the average or the stinkiest? Developmental changes in representations of biological categories. <i>Cognitive Psychology</i> , 2019, 110, 1-15.	0.9	26
25	Constructing a New Theory From Old Ideas and New Evidence. <i>Cognitive Science</i> , 2013, 37, 592-604.	0.8	25
26	Preschool Ontology: The Role of Beliefs About Category Boundaries in Early Categorization. <i>Journal of Cognition and Development</i> , 2014, 15, 78-93.	0.6	25
27	Desirable difficulties during the development of active inquiry skills. <i>Cognition</i> , 2017, 166, 407-417.	1.1	22
28	Controlling the message: preschoolers' use of information to teach and deceive others. <i>Frontiers in Psychology</i> , 2015, 6, 867.	1.1	21
29	The Unintended Consequences of the Things We Say: What Generic Statements Communicate to Children About Unmentioned Categories. <i>Psychological Science</i> , 2021, 32, 189-203.	1.8	21
30	Three-year-olds' theories of mind in actions and words. <i>Frontiers in Psychology</i> , 2014, 5, 263.	1.1	20
31	Learning about social category-based obligations. <i>Cognitive Development</i> , 2018, 48, 117-124.	0.7	20
32	Why Developmental Research on Social Categorization Needs Intersectionality. <i>Child Development Perspectives</i> , 2021, 15, 143-147.	2.1	20
33	Children lose confidence in their potential to "be scientists," but not in their capacity to "do science". <i>Developmental Science</i> , 2019, 22, e12837.	1.3	18
34	Beliefs about social norms and racial inequalities predict variation in the early development of racial bias. <i>Developmental Science</i> , 2022, 25, e13170.	1.3	16
35	Normative Social Role Concepts in Early Childhood. <i>Cognitive Science</i> , 2019, 43, e12782.	0.8	12
36	Asking young children to "do science" instead of "be scientists" increases science engagement in a randomized field experiment. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2020, 117, 9808-9814.	3.3	11

#	ARTICLE	IF	CITATIONS
37	Why do children show racial biases in their resource allocation decisions?. Journal of Experimental Child Psychology, 2021, 211, 105224.	0.7	9
38	Groups as moral boundaries: A developmental perspective. Advances in Child Development and Behavior, 2020, 58, 63-93.	0.7	8
39	Categories convey prescriptive information across domains and development. Journal of Experimental Child Psychology, 2021, 212, 105231.	0.7	8
40	When Children Ignore Evidence in Category-Based Induction. Advances in Child Development and Behavior, 2012, 43, 219-235.	0.7	6
41	Developmental Changes in Strategies for Gathering Evidence About Biological Kinds. Cognitive Science, 2020, 44, e12837.	0.8	6
42	Who is a typical woman? Exploring variation in how race biases representations of gender across development. Developmental Science, 2021, , e13175.	1.3	5
43	How children's media and teachers communicate exclusive and essentialist views of science and scientists.. Developmental Psychology, 2022, 58, 1455-1471.	1.2	3
44	Inherence-based views of social categories. Behavioral and Brain Sciences, 2014, 37, 501-502.	0.4	2
45	How Culture Shapes Social Categorization and Inductive Reasoning:A Developmental Comparison between the United States and China. Journal of Cognition and Development, 0, , 1-16.	0.6	2
46	Does the concept of <i>obligation</i> develop from the inside-out or outside-in?. Behavioral and Brain Sciences, 2020, 43, e84.	0.4	0