

Douglas L. Medin
Department of Psychology
Northwestern University
2029 Sheridan Road
Evanston, IL 60208-2710
Phone: (847) 467-1660
Fax: (847) 491-7859
medin@northwestern.edu

Education:

Moorhead State College, Moorhead, MN, B.A., Psychology, 1965
University of South Dakota, Vermillion, SD, M.A., Psychology, 1966
University of South Dakota, Vermillion, SD, Ph. D., Psychology, 1968
UHPHS Postdoctoral fellow, Rockefeller University, 1968-1969

Honors:

B.A., Magna Cum Laude
Cognitive Science Society Governing Board
Psychonomic Society Governing Board
New York Academy of Science
Psychometric Society
American Psychological Association Fellow
AAAS Fellow
APS Fellow, APS Governing Board
Society of Experimental Psychologists
Eligible scholar, Center for Advanced Study in the Behavioral Sciences.
CAS Visiting Committee Research and Teaching Professor, 1996-2000
APA Fellow (Elected 1981)
American Academy of Arts and Sciences (Elected 2002)
John Simon Guggenheim Fellow, 2004
APA Distinguished Scientific Contribution Award, 2005
National Academy of Sciences (Elected 2005)
Louis W. Menk Chair in Psychology, 2005
APA Presidential Citation, 2008
APS President, 2011-2012
National Academy of Education (Elected 2012)
APS William James Lifetime Achievement Award for Basic Research, 2013

Major Research Interests:

Culture, Cognition and Learning, Computational Models of Cognition, Concept and Classification Learning, Decision Making, Informal Science Education

Research and/or Professional Experience:

Professor Emeritus, Northwestern University, Psychology and Education and Social Policy, 2018-
Professor, Northwestern University, Department of Psychology, 1992- present;
Department Chair, 1994-1998, 2000-2001.

Professor, Northwestern University, School of Education and Social Policy, 1999 - present
 Co-Director, Northwestern University, Center for Native American and Indigenous
 Research, 2018-2019

Director, Program in Cognitive Studies of the Environment, 2000 - present

Professor, University of Michigan, 1989-1992

Professor, University of Illinois, 1981-1989

Fellow, U. of Illinois Center for Advanced Study, 1981-1982

Visiting Professor, University College, London, 1985

Associate Professor, University of Illinois, 1978 - 1981

Associate Professor, The Rockefeller University, 1975 - 1978

Assistant Professor, The Rockefeller University, 1969 - 1975

USPHS Postdoctoral Fellow, The Rockefeller University, 1968 - 1969

NASA Predoctoral Fellow, University of South Dakota, 1965 - 1968

Editor, Psychology of Learning and Motivation, 1992-2000

Consulting Editor, Cognition, 1988 -1990; 1996 - 2006

Editor, Cognitive Psychology, 1990-1995

Consulting Editor, Cognitive Psychology, 1988 - 1990, 1995 - 2012

Consulting Editor, Journal of Experimental Psychology: Human Learning and Memory,
 1981 - 1984, 2000- 2011

Associate Editor, Journal of Experimental Psychology: Learning, Memory, and Cognition,
 1984 - 1988

Consulting Editor, Journal of Experimental Psychology: General, 1985 -1989

Consulting Editor, Journal of Experimental Psychology: Animal Behavioral Processes,
 1974 - 1985

Publications:

- Novack, M., Standley, M., Bang, M., Washinawotok, K., Medin, D., & Waxman, S.
 (provisionally accepted). Hands on: Nonverbal communication in Native and Non-Native
 American parent-child dyads during informal learning. *Developmental Psychology*.
- Bang, M., Alfonso, J., Faber, L., Marin, A., Marin, M., Medin, D., Waxman, S., & Woodring, J.
 (in press). Perspective taking and psychological distance in children's picture books:
 differences between Native and Non-native authored books. In Nelson-Barber, S. &
 Chinn, P. W. U. (Eds.) *Indigenous STEM Education: Perspectives from the Pacific
 Islands, the Americas and Asia*. New York, NY: Springer.
- Iliev, R., Medin, D., Bang, M. (in press). Look to the field. [Peer commentary on the paper, "The
 generalizability crisis by T. Yarkoni]. *Behavioral and Brain Sciences*.
- Taverna, A.S., Medin, D. L., & Waxman, S.R. (2020). Tracing culture in children's thinking: A
 socioecological framework in understanding. *Infancia y Aprendizaje. Journal for the
 Study of Education and Development*.
- ojalehto mays, b., Seligman, R., & Medin, D. (2020). Cognition beyond the human: Cognitive
 psychology and the new animism. *Ethos*, 48(1), 50-73.
- Hruschka, D., Medin, D., Rogoff, B., Henrich, J. (2018). Pressing Questions in the Study of

- Nzinga, K., Rapp, D., Leatherwood, C., Easterday, M., Rogers, L.O., Gallagher, N., & Medin, D.L. (2018). Should social scientists be distanced from or engaged with the people they study? *PNAS*, *115* (45), 11435-11441.
- Taverna, A., Medin, D.L., & Waxman, S.R. (2018). "Inhabitants of the earth": Reasoning about folkbiological concepts in Wichi children and adults. In Marshall, P.J., & Brenneman, K. (Eds.) *Young Children's Developing Understanding of the Biological World*, (pp. 7-27). Abingdon, England: Routledge.
- Medin, D. L., & Herrera, A. (2018). Categories and taxonomies. In H. Callan (Ed.) *International Encyclopedia of Anthropology*. Wiley.
- National Research Council. (2018). *How People Learn II: Learners, Contexts, and Cultures*. Washington, DC: The National Academies Press.
- Nzinga, K.L.K., & Medin, D.L. (2018). The Moral Priorities of Rap Listeners. *Journal of Cognition and Culture*, 312-342.
- Page-Reeves, J., Cortez, G., Ortiz, Y., DeerInWater, K., & Medin, D. (2018). Situating Giving Back for Native Americans Pursuing Careers in STEM: "You don't just take, you give something back." *2017 Proceedings of the Southwest Anthropological Association*, *11*, 22-33.
- Deloria, P., Lomawaima, K.T., Brayboy, B.M.K., Medin, D., & Blackhawk, N. (Guest Eds.). (2018). Unfolding Futures: Indigenous Ways of Knowing for the Twenty-First Century [Special issue], *Daedalus*, *147*(2).
- Bang, M., Marin, A., & Medin (2018). If Indigenous Peoples Stand with the Sciences, Will Scientists Stand with Us? *Daedalus*, *147*(2), 148-159.
- Page-Reeves, J., Marin, A., Moffett, M., DeerInWater, K., & Medin, D. (2018). Wayfinding as a concept for understanding success among Native Americans in STEM: "learning how to map through life". *Culture Studies of Science Education*. Advanced online publication: doi: 10.1007/s11422-017-9849-6.
- Marin, A., Medin, D., & ojalahto, b. (2017). Conceptual change, relationships, and cultural epistemologies. In T. Amin & O. Levrini (Eds.) *Converging Perspectives on Conceptual Change: Mapping an Emerging Paradigm in the Learning Sciences* (pp. 43-50). Routledge.
- Washinawatok, K., Rasmussen, C., Bang, M., Medin, D., Woodring, J., Waxman, S., Marin, A., Gurneau, J., & Faber, L. (2017). Children's Play with a Forest Diorama as a Window into Ecological Cognition. *Journal of Cognition and Development*, *18*(5), 617-632. doi: 10.1080/15248372.2017.1392306
- Page-Reeves, J., Marin, A., DeerInWater, K., & Medin, D. (2017) Broadening Conceptualization of Native Identity as Foundational for Success among Native Americans in STEM. *Anthropology*, *5*:187. doi:10.4172/2332-0915.1000187.
- Medin, D.L. (2017). Psychological Science as a Complex System: Report Card. *Perspectives on Psychological Science*, *12*(4) 669-674.
- Page-Reeves, J., Marin, A., Bleecker, M., Moffett, M., DeerInWater, K., EchoHawk, S., Medin, D. (2017). From community data to research archive: Partnering to increase and sustain

- capacity within a native organization. *Gateways: International Journal of Community Research and Engagement*, 10, 283-297.
- ojalehto, b., Medin, D., & García, S. (2017). Grounding principles for inferring agency: Two cultural perspectives. *Cognitive Psychology*, 95, 50-78.
- Medin, D.L., ojalehto, b., Marin, A., & Bang, M. (2017). Systems of (Non-)Diversity. *Nature Human Behaviour*, 1, 0088.
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- ojalehto, b., Medin, D., & García, S. (2017). Conceptualizing agency: Folkpsychological and folkcommunicative perspectives on plants. *Cognition*, 162, 103-123.
- Waxman, S., Herrmann, P., Woodring, J., & Medin, D. (2016). Humans (really) are animals: Picture-book reading influences five-year-old urban children's construal of the relation between humans and non-human animals. In J. S. Horst & C. Houston-Price (Eds.). *An open book: What and how young children learn from picture and story books*. Lausanne: Frontiers Media. doi: 10.3389/978-2-88919-728-6.
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- ojalehto, b., & Medin, D.L. (2015). Emerging Trends in Culture and Concepts. In R. Scott & S. Kosslyn (Eds.). *Emerging Trends in the Social and Behavioral Sciences*. New York: John Wiley & Sons.
- ojalehto, b., Medin, D. L., Horton, W. S., Garcia, S. G., & Kays, E. G. (2015). Seeing cooperation or competition: Ecological interactions in cultural perspectives. *Topics in Cognitive Science*. online: 3 Oct 2015, DOI: 10.1111/tops.12156.
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- ojalehto, b. l., & Medin, D. (2015). Perspectives on culture and concepts. *Annual Review of Psychology*. 66, 249-275.
- Olson, I., Marin, A., Medin, D. (2014). Learning and thinking in practice: Complex systems thinking in the wild? . Proceedings of the 11th International Conference of the Learning Sciences, 1372-1381.

- Medin, D.L. & Bang, M. (2014). *Who's asking? Native science, Western science and science education*. Cambridge, MA: The MIT Press.
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- Taverna, A. S.; Waxman, S. R.; Medin, D. L., Moscoloni, N. & Peralta, O. A. (2014). Naming the living things: Linguistic, experiential and cultural factors in Wichí and Spanish speaking children. *Journal of Culture and Cognition*, 14, 213-233.
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- Le Guen, O., Iliev, R., Lois, X., Atran, S., Medin, D. (2013). A garden experiment revisited: Inter-generational change in environmental perception and management of the Maya Lowlands, Guatemala, *Journal of the Royal Anthropological Institute*. 19(4), 771-794.
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- Dehghani, M., Atran, Iliev, R., Sachdeva, S., Medin, D. & Ginges, J. (2010). Sacred values and conflicts over Iran's nuclear program. *Judgment and Decision Making*, 5, 540-546.
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- Unsworth, S., Medin, D.L., (2010). Concept Learning. In E. Baker, P. Peterson, B. McGaw (Eds.) *International Encyclopedia of Education*, 3rd. Edition. Elsevier 2010.
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- Bennis, W.M., Medin, D.L., and Bartels, D.M. (2010). Perspectives on the ecology of decision modes: Reply to comments. *Perspectives on Psychological Science*, 5(2), 213-215.
- Bennis, W., Medin, D., & Bartels, D. (2010). The costs and benefits of calculation and moral rules. *Perspectives on Psychological Science*, 5(2), 187-202.
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Graduate and Post-Graduates Advisors and Advisees:

Graduate Advisor - Roger T. Davis

Postdoctoral Fellowship Advisor - William K. Estes

Previous and Current (C) Graduate Advisees

Stephen Edelson
Will Wattenmaker
Gerald Dewey
Wookyoung Ahn
Robert Goldstone
Mary Lassaline
Joshua Rubinstein
Cynthia Aguilar
Bradley Love
Sergey Blok
Russ Burnett
Amber Bloomfield
Elizabeth Lynch
Dan Bartels
Megan Bang
Patricia Herrmann
Sara Unsworth
Rumen Iliev
Sonya Sachdeva
Han Gong
Izabel Olson
bethany ojalehto
Kalonji Nzinga
Amanda Herrera
Natalie Gallagher
Janene Cielto (C)
Alissa Baker-Oglesbee (C)

Previous and Current (C) Post Doc Advisees:

Tom Reynolds
Denis Hilton
Edward Wisniewski
Evan Heit
John Coley
Karen Solomon
Luisa Maffi
Norbert Ross
Elizabeth Lynch
Andrzej Tarlowski
Will Bennis
Olivier LeGuen
Craig Joseph
Morteza Dehghani
Erin Leddon
Rumen Iliev
Sonya Sachdeva
Eli Suzukovich
Ananda Marin
bethany ojalehto
Kalonji Nzinga