How do we conceptualize social groups and how do our concepts guide how we perceive and evaluate individuals? My research centers around three major themes:

1) Group norms (e.g., is it wrong to go against the group? when is non-conformity acceptable and when is it not? how do children treat non-conformists?)

2) Concepts of race (e.g., can a person have more than one race? can a person's race change over time? is someone's race predictive of their relationships?)

3) Psychological essentialism (e.g., how does the belief that groups have "essences" develop and does it predict social behavior, such as voting intentions and legislative support?)

Across these themes, I recruit racially and ethnically diverse samples to examine how our own backgrounds shape social cognition, and I use a variety of experimental and survey methods with both child and adult participants.

I am accepting applications for PhD students for the fall of 2018!
Teaching

COURSES

2017-18

• How to Make a Racist: CSRE 21N, PSYCH 21N (Win)
• The Psychology of Racial Inequality: PSYCH 286 (Spr)

Publications

PUBLICATIONS

• *So It Is, So It Shall Be: Group Regularities License Children’s Prescriptive Judgments*. *Cognitive science*
  Roberts, S. O., Gelman, S. A., Ho, A. K.
  2017; 41: 576-600

• *Making boundaries great again: Essentialism and support for boundary-enhancing initiatives*. *Personality and Social Psychology Bulletin*
  Roberts, S. O., Ho, A. K., Rhodes, M., Gelman, S. A.
  2017

• *Can White Children Grow Up to Be Black? Children’s Reasoning About the Stability of Emotion and Race*. *DEVELOPMENTAL PSYCHOLOGY*
  Roberts, S. O., Gelman, S. A.
  2016; 52 (6): 887-893

• *Do Children See in Black and White? Children’s and Adults’ Categorizations of Multiracial Individuals*. *CHILD DEVELOPMENT*
  Roberts, S. O., Gelman, S. A.
  2015; 86 (6): 1830-1847

• *Group presence, category labels, and generic statements influence children to treat descriptive group regularities as prescriptive*. *JOURNAL OF EXPERIMENTAL CHILD PSYCHOLOGY*
  Roberts, S. O., Ho, A. K., Gelman, S. A.
  2017; 158: 19-31

• *Children's descriptive-to-prescriptive tendency replicates (and varies) cross-culturally: Evidence from China*. *Journal of experimental child psychology*
  Roberts, S. O., Guo, C., Ho, A. K., Gelman, S. A.
  2017

• *Multiracial Children’s and Adults’ Categorizations of Multiracial Individuals*. *JOURNAL OF COGNITION AND DEVELOPMENT*
  Roberts, S. O., Gelman, S. A.
  2017; 18 (1): 1-15

• *Now you see race, now you don’t: Verbal cues influence children’s racial stability judgments*. *Cognitive Development*
  Roberts, S. O., Gelman, S. A.
  2017; 43: 129-141

• *Children's and Adults' Predictions of Black, White, and Multiracial Friendship Patterns*. *JOURNAL OF COGNITION AND DEVELOPMENT*
  Roberts, S. O., Williams, A. D., Gelman, S. A.
  2017; 18 (2): 189-208

• *My Heart Made Me Do It: Children’s Essentialist Beliefs About Heart Transplants*. *Cognitive science*
  2016

• *Essentialism and Racial Bias Jointly Contribute to the Categorization of Multiracial Individuals*. *PSYCHOLOGICAL SCIENCE*
  Ho, A. K., Roberts, S. O., Gelman, S. A.
  2015; 26 (10): 1639-1645

• *Racial identity and autonomic responses to racial discrimination*. *PSYCHOPHYSIOLOGY*
  Neblett, E. W., Roberts, S. O.
From Parental Involvement to Children's Mathematical Performance: The Role of Mathematics Anxiety

Vukovic, R. K., Roberts, S. O., Wright, L. G.

2013; 24 (4): 446-467