

Michelle M. Wang

New York University, Department of Psychology
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EDUCATION

- 2025 (expected) **New York University**, New York, NY
Ph.D. in Psychology (Cognition & Perception)
Developmental Concentration
Advisor: Marjorie Rhodes, Ph.D.
- 2017 **Wellesley College**, Wellesley, MA
B.A. in Psychology (Honors) & minor in Mathematics
summa cum laude

GRANTS, HONORS, & AWARDS

Martin Braine Fellowship
Student Government Assembly Conference Fund Grant
Henry M. MacCracken Graduate Fellowship
Horton-Hallowell Graduate Fellowship (declined)
Phi Beta Kappa
Sigma Xi
Jerome A. Schiff Fellowship
Psi Chi
Wellesley Student Research Grant
Trek Excellence Scholarship (declined)
Dean's List

PUBLICATIONS

Xu, Y. *, **Wang, M.***, Moty, K., & Rhodes, M. (under review). Culture shapes the early development of essentialist beliefs.
**Indicates equal contributors*

Wang, M., Leslie, S. J., & Rhodes, M. (under review). Public acknowledgement as a double-edged sword: Gender differences in how publicity motivates children and youths to achieve top performance.

Wang, M., Cardarelli, A., Brenner, J., Leslie, S. J., & Rhodes, M. (under revision). Maladaptive but malleable: Gender-science stereotypes emerge early but are modifiable by language.

Wang, M., Gleason, T. R., & Chen, S. H. (under revision). Pro-wealth biases in ethnic minority children: Explanations across social domains.

Wang, M., & Roberts, S. O. (2023). Being from a highly resourced context predicts believing that others are highly resourced: An early developing worldview that stymies resource sharing. *Journal of Experimental Child Psychology*, 230, 105624.
<https://doi.org/10.1016/j.jecp.2022.105624>

Wang, M., Cardarelli, A., Leslie, S. J., & Rhodes, M. (2022). How children’s media and teachers communicate exclusive and essentialist views of science and scientists. *Developmental Psychology*, 58(8), 1455–1471. <https://doi.org/10.1037/dev0001364>

Bareket-Shavit, C., **Wang, M.**, & Roberts, S. O. (2021). Harnessing the power of group norms to improve children’s intergroup relationships. *Peace and Conflict: Journal of Peace Psychology*, 28(3), 302–309. <https://doi.org/10.1037/pac0000592>

Roberts, S. O., Bareket-Shavit, C., & **Wang, M.** (2021). The souls of Black folk (and the weight of Black ancestry) in U.S. Black Americans’ racial categorization. *Journal of Personality and Social Psychology*, 121(1), 1–22. <https://doi.org/10.1037/pspa0000228>

Van Wye, E., **Wang, M.**, & Roberts, S. O. (2021). Explanations for norm violations affect preschoolers’ judgments of norm violators. *Journal of Experimental Psychology: General*, 150(8), 1688–1694. <https://doi.org/10.1037/xge0000942>

Rhodes, M., Rizzo, M., Foster-Hanson, E., Moty, K., Leshin, R., **Wang, M.**, Benitez, J., & Ocampo, J. D. (2020). Advancing developmental science via unmoderated remote research with children. *Journal of Cognition and Development*, 21(4), 477-493.
<https://doi.org/10.1080/15248372.2020.1797751>

Roberts, S. O., Weisman, K., Lane, J. D., Williams, A., Camp, N., **Wang, M.**, Robison, M., Sanchez, K., & Griffiths, C. (2020). Conceptualizing God as a White man: A psychological barrier to conceptualizing Black people and women as leadership worthy. *Journal of Personality and Social Psychology*, 119(6), 1290–1315. <https://doi.org/10.1037/pspi0000233>

Chen, S. H., Gleason, T. R., **Wang, M.**, Liu, C. H., & Wang, L. (2019). Subjective social status in Chinese American children: Associations with social cognitions and socioemotional well-being. *Asian American Journal of Psychology*, 10(4), 362-372.
<https://doi.org/10.1037/aap0000161>

Carciofo, R., Song, N., Du, F., **Wang, M.**, & Zhang, K. (2017). Metacognitive beliefs mediate the relationship between mind wandering and negative affect. *Personality and Individual Differences, 107*(1), 78-87. <https://doi.org/10.1016/j.paid.2016.11.033>

MANUSCRIPTS IN PREPARATION

Wang, M., Cardarelli, A., Brenner, J., Leslie, S. J., & Rhodes, M. (in prep). Subtle linguistic cues impede girls' early science efficacy and engagement several months after exposure.

Wang, M., Xu, Y., Moty, K., & Rhodes, M. (in prep). The cognitive precursors of early developing essentialist beliefs.

CONFERENCE PROCEEDINGS

Wang, M., Xu, Y., Moty, K., & Rhodes, M. (accepted). The cognitive precursors of early developing essentialist beliefs. *Proceedings of the 46th Annual Conference of the Cognitive Science Society*.

CHAired SYMPOSIA

From preschool to academia: The development of science gender disparities. (2023, February). Symposium Presentation at 2023 SPSP Annual Convention, Atlanta, GA. Co-Chairs: Michelle Wang & Lin Bian.

CONFERENCE TALK PRESENTATIONS

Wang, M., Leslie, S. J., & Rhodes, M. (2023, February). *Standing out or fitting in: Gender differences in children's and adults' willingness to publicize their own outstanding performance in science*. Symposium Presentation at 2023 SPSP Annual Convention, Atlanta, GA.

Cardarelli, A., **Wang, M.**, Brenner, J., Leslie, S. J., & Rhodes, M. (2022, May). *Harnessing language to counteract stereotypes and boost science engagement among children from underrepresented groups*. Symposium Presentation at SRCD Special Topic Meeting (Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination), Rio Grande, Puerto Rico.

Chen, S. H., Gleason, T. R., **Wang, M.**, Liu, C. H., & Wang, L. K. (2022, May). *Constructing the socioeconomic 'other' in middle childhood: Class-based biases among children of immigrants*. Talk at SRCD Special Topic Meeting (Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination), Rio Grande, Puerto Rico.

Wang, M., Cardarelli, A., Brenner, J., Leslie, S. J., & Rhodes, M. (2022, April). *Teaching science as an activity rather than an identity benefits prekindergarten girls' science self-efficacy and engagement over time*. Symposium Presentation at CDS 2022 Meeting, Madison, WI.

Wang, M., Cardarelli, A., & Rhodes, M. (2021, April). *The role of teachers' beliefs and language on pre-kindergarten children's beliefs about who can succeed in science*. Symposium Presentation at 2021 SRCD Biennial Meeting.

Wang, M., Leslie, S. J., & Rhodes, M. (2021, April). *The development of girls' reluctance to publicize their own outstanding performance*. Symposium Presentation at 2021 SRCD Biennial Meeting.

Wang, M., Tuttle, L., **Wang, M.**, Sun, L., Roberts, S., & Bian, L. (2021, April). *Young children use third-party praise to infer competence*. Symposium Presentation at 2021 SRCD Biennial Meeting.

Bian, L., Sun, L., **Wang, M.**, & Roberts, S. O. (2019, October). *Preschoolers use praises as social comparative cues*. Symposium Presentation at CDS 2019 Meeting, Louisville, KY.

Roberts, S. O., **Wang, M.**, Lane, J. D., Griffiths, C., Sanchez, K., Williams, A., & Robison, M. (2019, March). *God as a White man*. Symposium Presentation at 2019 SRCD Biennial Meeting, Baltimore, MD.

Guo, C., **Wang, M.**, Van Wye, E. M., Roberts, S. O. (2019, March). *Children's descriptive-to-prescriptive tendency predicts prejudice, stereotyping, and race-based normativity*. Symposium Presentation at 2019 SRCD Biennial Meeting, Baltimore, MD.

Wang, M., & Chen, S. H. (2017, April). *Subjective social status in minority children: How it is understood and how it affects their development*. Talk at Ruhlman Conference, Wellesley, MA.

CONFERENCE POSTER PRESENTATIONS

Wang, M., Xu, Y., Moty, K., & Rhodes, M. (accepted). *The cognitive precursors of early developing essentialist beliefs*. Poster at CogSci 2024, Rotterdam, Netherlands.

Wang, M., Xu, Y., Moty, K., & Rhodes, M. (2024, March). *The cognitive precursors of early developing essentialist beliefs*. Poster at CDS 2024 Meeting Mapping the Mind Preconference, Pasadena, CA.

Wang, M., Cardarelli, A., Brenner, J., Leslie, S. J., & Rhodes, M. (2024, March). *Maladaptive but malleable: Gender-science stereotypes emerge early but are modifiable by language*. Poster at CDS 2024 Meeting, Pasadena, CA.

Wang, M., & Roberts, S. O. (2020, November). *Social positions shape how beliefs about wealth develop*. Poster at SRCD Special Topic Workshop (Addressing and Reducing Inequality through Developmental Science).

Wang, M., & Roberts, S. O. (2019, October). *Social positions shape how beliefs about wealth develop*. Poster at CDS 2019 Meeting, Louisville, KY.

Fan, G., **Wang, M.**, Gleason, T., Liu, C., Wang, L., & Chen, S. H. (2019, March). *Ethnic minority immigrant children's subjective social status in middle childhood*. Poster at 2019 SRCD Biennial Meeting, Baltimore, MD.

Wang, M., Gleason, T., Liu, C., Wang, L., & Chen, S. H. (2018, May). *How children perceive relative social status (RSS): Why they think people are rich/poor, whom they think are rich/poor, and how that affects their social preferences*. Poster at APS Annual Convention, San Francisco, CA.

Wong, K., **Wang, M.**, & Carli, L. (2016, April). *Looking the part: An evaluation of leaders and scientists through a gender-race lens*. Poster at Ruhlman Conference, Wellesley, MA.

RESEARCH POSITIONS

- 2019 – **Doctoral Student**
Conceptual Development and Social Cognition Lab
New York University
Principal Investigator: Dr. Marjorie Rhodes
- 2017 – 2019 **Lab Manager**
Social Concepts Lab
Stanford University
Principal Investigators: Drs. Steven O. Roberts & Claude Steele
- 2014 – 2017 **Research Assistant & Honors Student**
Culture, Family & Development Lab
Wellesley College
Principal Investigator: Dr. Stephen H. Chen

- 2016 **Research Assistant**
Early Childhood Cognition Lab
Massachusetts Institute of Technology
Principal Investigator: Dr. Laura Schulz
- 2016 **Summer Intern**
Social Learning Lab & Center for the Study of Language and Information
Stanford University
Principal Investigator: Dr. Hyowon Gweon
- 2012 – 2013 **Research Assistant**
Engineering Psychology and Human Factors Lab
Chinese Academy of Sciences
Principal Investigator: Dr. Kan Zhang

TEACHING EXPERIENCE

- 2023 **Instructor of Record**
Psychology Department, New York University
Course: Cognition
- 2022 **Teaching Assistant & Guest Lecturer**
Psychology Department, New York University
Course: Developmental Psychology
- 2021 **Guest Lecturer**
Psychology Department, Duke University
Course: Psychology of Gender
- 2016 – 2017 **Teaching Assistant**
Psychology Department, Wellesley College
Course: Statistics for Psychology

SERVICE

- SRCD 2021 Panel 7: Diversity, Equity & Social Justice (*Reviewer*)
NYU Psychology Department DEI Virtual Research Internship (*Volunteer*)
NYU Psi Chi Panel (*Volunteer*)

MENTORSHIP

Stanford University: *Hannah Berke, Eleanor Brock, Marc Chappelle, Alexis Dowdell, Natalie Fletcher, Ariel Grayson, Julia Kwak, Yuman Li, Francesca Lupia, Destiny Mahone, Emily Mam, Missy Mongiovi, Minh Nguyen, Leila Orszag, Julia Raven, Mishaela Robison, Madeleine Rowell, Tavia Teitler, Eliza Van Wye*

New York University: *Daisy Chen, Sophia Cordeiro*[#], Yunlai (Silvia) Gui*, Sage Harley*, Cecilia Shi*, Wendy Wang*, Emily Windsor*, Ashley Winegarden*[#]*

**Indicates NYU Dean's Undergraduate Research Fund recipient*

#Indicates student in the NYU Honors Program

REFERENCES

Marjorie Rhodes, Ph.D.
Professor of Psychology
Department Chair
New York University
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Steven O. Roberts, Ph.D.
Associate Professor of Psychology
Stanford University
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Sarah-Jane Leslie, Ph.D.
Class of 1943 Professor of Philosophy
Princeton University
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