

Steven Othello Roberts
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Professional Preparation

University of Michigan	Psychology	Ph.D.	2017
University of Michigan	Psychology	M.S.	2015
New York University	Applied Psychology	B.S.	2012
Borough of Manhattan Community College	Liberal Arts	A.A.	2009

Appointments

2022 – Associate Professor, Psychology, Stanford University

2017 – 2022 Assistant Professor, Psychology, Stanford University

Publications

- Auelua-Toomey, S. A., Mortenson, E. M., & Roberts, S. O. (2024). Reducing racial bias in scientific communication: Journal policies and their influence on reporting racial demographics. *American Psychologist*.
- Chappelle, M., Auelua-Toomey, S. A., & Roberts, S. O. (2024). Sankofa: Using topic modeling to review the history of the Journal of Black Psychology. *The Journal of Black Psychology*.
- Roberts, S. O. (2024). Dealing with diversity in psychology: Science and ideology. *Perspectives on Psychological Science*.
- Yang, F., & Roberts, S. O. (2024). Condemned or valued? Young children evaluate nonconformity based on nonconformists' group orientations. *Cognition*.
- Zhang, M., Sullivan, J. L., Markman, E., & Roberts, S. O. (2024). Children's structural reasoning about social inequities. *Child Development Perspectives*.
- Auelua-Toomey, S. L. & Roberts, S. O. (2023). Romantic racism: How racial preferences (and beliefs about racial preferences) reinforce hierarchy in US interracial relationships. *Cultural Diversity and Ethnic Minority Psychology*.
- Nagendra, A., Orleans-Pobee, M., Vincent, C., Padgett, J., Merritt, C., Crosby, C., Welch, K., Roberts, S. O., & Penn, D. L. (2023). The representation of authors of color in schizophrenia research articles published in high-impact psychiatric journals. *Schizophrenia Research*.
- Rizzo, M. T., Roberts, S. O., & Rhodes, M. (2023). The effect of group status on children's hierarchy-reinforcing beliefs. *Developmental Science*.
- Wang, M. W., & Roberts, S. O. (2023). Being from a highly resourced context predicts believing that others are highly resourced: an early emerging worldview that stymies resource sharing. *Journal of Experimental Child Psychology*.
- Auelua-Toomey, S. L. & Roberts, S. O. (2022). The effects of editorial board diversity on race scholars and their scholarship: A field experiment. *Perspectives on Psychological Science*.
- Bareket-Shavit, C., Wang, M. M., & Roberts, S. O. (2022). Harnessing the power of group norms to improve children's intergroup interactions. *Peace and Conflict: Journal of Peace Psychology*.

- Fine, R. D., Kteily, N. S., Chen, J. M., Roberts, S. O., & Ho, A. K. (2022). United we stand? Perceived loyalty of dual nationals, multiracial people, and dual state residents. *Group Processes & Intergroup Relations*.
- Roberts, S. O., & Mortenson, E. M. (2022). Challenging the white = neutral framework in psychology. *Perspectives on Psychological Science*.
- Eichstaedt, J. C., Shermann, G. T., Giorgi, S. J., Roberts, S. O., Reynolds, M. E., Schwartz, H., Ungar, L. Y., & Guntuku, S. C. (2021). The emotional and mental health impact of the murder of George Floyd on the US population. *Proceedings of the National Academy of Sciences*.
- Sullivan, N., Eberhardt, J. L., Roberts, S. O. (2021). Conversations about race in Black and White U.S. families: Before and after George Floyd's death. *Proceedings of the National Academy of Sciences*.
- Athni, T. S., Shocket, M. S., Couper, L. I., Nova, N., Caldwell, I. R., Caldwell, J. M...Mordecai, E. A. (2021). The influence of vector-borne disease on human history: socio-ecological mechanisms. *Ecology Letters*.
- Echelbarger, M., Roberts, S. O., & Gelman, S. A. (2021). Children's concern for equity and ownership in contexts of individual-based and group-based inequality. *Journal of Cognition and Development*.
- Foster-Hanson, E., Roberts, S. O., Gelman, S. A., & Rhodes, M. (2021). Categories convey normative information across domains. *Journal of Experimental Child Psychology*.
- Roberts, S. O. (2021). Descriptive-to-prescriptive (D2P) reasoning: An early emerging bias to maintain the status quo. *European Review of Social Psychology*.
- Roberts, S. O., Bareket-Shavit, C., & Wang, M. 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*.
- Roberts, S. O., Ho, A. K., Kteily, N., & Gelman, S. A. (2021). Beyond Black and White: Conceptualizing and essentializing Black-White identity. *Cultural Diversity and Ethnic Minority Psychology*. Manuscript accepted for publication.
- Athni, T. S., Shocket, M. S., Couper, L. I., Nova, N., Caldwell, I. R., Caldwell, J. M...Mordecai, E. A. (2021). The influence of vector-borne disease on human history: socio-ecological mechanisms. *Ecology Letters*, 24, 829-846. doi: 10.1111/ele.13675
- Echelbarger, M. E., Roberts, S. O., & Gelman, S. A. (2021). Children's concern for equity and ownership in contexts of individual-based and group-based inequality. *Journal of Cognition and Development*. Manuscript accepted for publication.
- Gelman, S. A., Cuneo, N., Roberts, S. O., Kulkarni, S., & Snay, S. (2021). The roles of privacy and trust in children's evaluations and explanations of digital tracking. *Child Development*. Advanced online publication.
- Roberts, S. O., Ho, A. K., & Gelman, S. A (2021). Should individuals think like the group? Descriptive-to-prescriptive reasoning in the context of group-based beliefs. *Child Development*, 92, e201-e220. doi: 10.1111/cdev.13448
- Roberts, S. O., Rizzo, M. T. (2021). The psychology of American racism. *American Psychologist*, 76, 475-487. doi: 10.1037/amp0000642
- Gelman, S. A., Cuneo, N., Roberts, S. O., Kulkarni, S., & Snay, S. (2021). The roles of privacy and trust in children's evaluations and explanations of digital tracking. *Child Development*.
- Meyer, M., Roberts, S. O., Gelman, S. A., Jayaratne, T. (2020). Children's beliefs about causes of human characteristics: Genes, environment, or choice? *Journal of Experimental Psychology: General*.

- Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. *Perspectives on Psychological Science*.
- Roberts, S. O., Ho, A. K., Gülgöz, S., Berka, J., & Gelman, S. A. (2020). The roles of group status and group membership in the practice of hypodescent. *Child Development*.
- Roberts, S. O., Weisman, K., Lane, J. D., Williams, A., Camp, N. P., Wang, M., Robison, M., Sanchez, K., & Griffiths, C. (2020). God as a White man: A psychological barrier to conceptualizing Black people and women as leadership worthy. *Journal of Personality and Social Psychology*.
- Van Wye, E., Wang, M. M., Roberts, S. O. (2020). Explanations for norm violations affect preschoolers' judgments of norm violators. *Journal of Experimental Psychology: General*.
- Roberts, S. O., Ho, A. K., & Gelman, S. A. (2019). The role of group norms in evaluating uncommon and negative behaviors. *Journal of Experimental Psychology: General*.
- Roberts, S. O., & Horii, R. (2019). Thinking fast and slow: Children's descriptive-to-prescriptive tendency under varying time constraints. *Journal of Cognition and Development*.
- Roberts, S. O., Guo, C., Ho, A. K., & Gelman, S. A. (2018). Children's descriptive-to-prescriptive tendency replicates (and varies) cross culturally: Evidence from China. *Journal of Experimental Child Psychology*.
- Gelman, S. A., & Roberts, S. O. (2018). Language and conceptual development. *Oxford Handbook of Psycholinguistics*.
- Gelman, S. A., Cimpian, A., Roberts, S. O. (2018). How deep do we dig? Formal explanations as placeholders for inherent explanations. *Cognitive Psychology*.
- Roberts, S. O., & Ho, A. K. (2017). Discrimination: Causes, consequences, and implications for political behavior. *SAGE Encyclopedia of Political Behavior*.
- Gelman, S. A., & Roberts, S. O. (2017). How language shapes the cultural inheritance of categories. *Proceedings of the National Academy of Sciences*.
- Meyer, M., Gelman, S. A., Roberts, S. O., & Leslie, S. J. (2017). My heart made me do it: Children's essentialist beliefs about heart transplants. *Cognitive Science*.
- Roberts, S. O., Ho, A. K., Rhodes, M., & Gelman, S. A. (2017). Making boundaries great again: Essentialism and support for boundary-enhancing initiatives. *Personality and Social Psychology Bulletin*.
- Roberts, S. O., Leonard, K., Ho, A. K., Gelman, S. A. (2017). Does this smile make me look White? Exploring the effects of emotional expressions on the categorizations of multiracial children. *Journal of Cognition and Culture*.
- Roberts, S. O., Williams, A. D., & Gelman, S. A. (2017). Children's and adults' predictions of Black, White, and Multiracial children's friendship patterns. *Journal of Cognition and Development*.
- Roberts, S. O., Ho, A. K., & Gelman, S. A. (2017). Group presence, category labels, and generic statements influence children to treat descriptive group regularities as prescriptive. *Journal of Experimental Child Psychology*.
- Roberts, S. O., & Gelman, S. A. (2017). Now you see race, now you don't: Verbal cues influence children's reasoning about the stability of emotion and race. *Cognitive Development*.
- Roberts, S. O., & Gelman, S. A. (2017). Multiracial children's and adults' categorizations of multiracial individuals. *Journal of Cognition and Development*.
- Roberts, S. O., Gelman, S. A., & Ho, A. K. (2017). So it is, so it shall be: Descriptive regularities license children's prescriptive judgments. *Cognitive Science*.

- Roberts, S. O., & Gelman, S. A. (2016). Can White children grow up to be Black? Children's reasoning about the stability of emotion and race. *Developmental Psychology*.
- Ho, A. K., Roberts, S. O., & Gelman, S. A. (2015). Essentialism and racial bias jointly contribute to the categorization of multiracial individuals. *Psychological Science*.
- Roberts, S. O., & Gelman, S. A. (2015). Do children see in Black and White? Children's and adults' categorizations of multiracial individuals. *Child Development*.
- Gelman, S. A., & Roberts, S. O. (2015). Cognitive science and the cultural challenge. *Social Anthropology*.
- Nebblett, E. W., Jr., & Roberts, S. O. (2013). Racial identity and autonomic responses to racial discrimination. *Psychophysiology*.
- Vukovic, R. K., Roberts, S. O., & Wright, L. G. (2013). From parental involvement to children's mathematical performance: The role of mathematics anxiety. *Early Education and Development*.

Courses Taught

Introduction to Psychology, How to Make a Racist, Racial Inequality Across the Lifespan, The Psychology of Racial Inequality, How Did You Get Here?

Grants & Fellowships

Fellow (Association for Psychological Science), Visiting Scholar (Russell Sage Foundation), Visiting Scholar (Center for Advanced Study in Behavioral Sciences; declined), John Philip Coghlan Fellowship (Stanford), Social X Fellowship (Stanford), Hellman Faculty Scholar Grant (Stanford), CSRE Seed Grant (Stanford).

Awards

Early Career Award (ISCON), Early Career Research Contributions Awards (SRCD), Janet Taylor Spence Award for Transformative Early Career Contributions (APS), Rising Star Award (APS), Mission Award for Meta-Science (SIPS), SAGE Young Scholar Award (SPSP), Dean's Award for Distinguished Teaching (Stanford)

Service

Journal Reviewer/Consulting Editor: American Psychologist, Child Development, Child Development Perspectives, Cognitive Science, Cognition, Current Directions in Psychological Science, Developmental Psychology, Developmental Science, Infant and Child Development, Journal of Cognition and Development, Journal of Experimental Child Psychology, Journal of Experimental Social Psychology, Journal of Experimental Psychology: General, Journal of Personality and Social Psychology, Media Psychology, Nature, Perspectives on Psychological Science, Personality and Social Psychology Bulletin, Proceedings of the National Academy of Sciences, Psychological Science, Social Psychological and Personality Science, Trends in Cognitive Science, Social Anthropology

Academic/University: Director of Academic Programs (Center for the Comparative Study of Race and Ethnicity, Stanford), Diversity Committee Chair (Stanford Psychology), PhD Admission Committee (Developmental Area, Chair), Early Career Representative (SRCD), Publications Committee (SRCD), Peer Review Committee (SRCD), Review Committee (NSF), Renaming Committee (Stanford Psychology, Chair), Postdoctoral Search Committee (Stanford), Dissertation and Teaching Fellowship Selection Committee (Stanford), Diversity Committee (Stanford), Faculty Search Committee (Stanford), Graduate Student Representative (CDS).