

CURRICULUM VITAE

MICHAEL TOMASELLO

[DECEMBER, 2015]

Max Planck Institute for Evolutionary Anthropology
Deutscher Platz 6
D-04103 Leipzig, GERMANY

Phone: (49) (341) 3550 400
FAX: (49) (341) 3550 444
E-MAIL: tomas@eva.mpg.de

EDUCATION:

DUKE UNIVERSITY
B.A. Psychology, 1972
UNIVERSITY OF GEORGIA
Ph.D. Experimental Psychology, 1980

EMPLOYMENT:

1980 - 1998 Assistant-Associate-Full Professor of Psychology;
Adjunct Professor of Anthropology, EMORY UNIVERSITY
1982 - 1998 Affiliate Scientist, Psychobiology, YERKES PRIMATE CENTER
1998 - 2018 Co-Director, MAX PLANCK INSTITUTE FOR
EVOLUTIONARY ANTHROPOLOGY
1999 - 2018 Honorary Professor, Dept of Psychology, University of Leipzig
2001 - 2018 Co-Director, WOLFGANG KÖHLER PRIMATE CENTER
2016 - Professor of Psychology, DUKE UNIVERSITY

AD HOC:

1987 - 1988 Visiting Scholar, HARVARD UNIVERSITY
1994 (summer) Instructor, INTERNATIONAL COGNITIVE SCIENCE INSTITUTE
1994 (summer) Visiting Fellow, BRITISH PSYCHOLOGICAL SOCIETY
1995 (spring) Visiting Professor, UNIVERSITY OF ROME
1996 (spring) Visiting Professor, THE BRITISH ACADEMY
1998 (spring) Visiting Scholar, MPI FOR PSYCHOLINGUISTICS
1999 (summer) Instructor, INTERNATIONAL COGNITIVE SCIENCE INSTITUTE
2001 (winter) Instructor, LOT (DUTCH GRADUATE SCHOOL OF LINGUISTICS)
2003 (summer) Instructor, SUMMER SCHOOL IN LINGUISTICS, San Marino, Italy
2007 (summer) Instructor, LSA SUMMER SCHOOL, Stanford University
2009 (summer) Instructor, LSA SUMMER SCHOOL, U.C., Berkeley
2012 (winter) Visiting Fellow, Center for Philosophy of Science, U. Pittsburgh

PROFESSIONAL ORGANIZATIONS:

German National Academy of Sciences [elected, 2003]
Cognitive Science Society Fellow [elected, 2008]
Hungarian Academy of Sciences [elected, 2010]
Society for Research in Child Development
International Cognitive Linguistics Association
International Primatological Society
International Association for the Study of Child Language [President, 2002-2005]

EDITORIAL ACTIVITIES:

Founding Associate Editor: *Developmental Science* [1997 - 2005]

Current Editorial Boards:

<i>Developmental Science</i>	<i>Cognitive Science</i>	<i>Cognition</i>
<i>Cognitive Linguistics</i>	<i>Animal Cognition</i>	<i>Child Development Perspectives</i>
<i>Biology & Philosophy</i>	<i>Human Development</i>	<i>Language Learning & Development</i>
<i>J. of Child Language</i>	<i>First Language</i>	<i>J. of Evolutionary Psychology</i>
<i>Interaction Studies</i>	<i>Gesture</i>	<i>Cognitive Development</i>
<i>Biological Theory</i>	<i>Mind & Society</i>	<i>Language & Communication</i>
<i>Philosophy of Sociality</i>	<i>J. of Bioeconomics</i>	<i>International Journal of Psychology</i>

Reviewer: *Nature*; *Science*; *PNAS*; *Language*; *Behavioral & Brain Sciences*; *Psychological Bulletin*; *Animal Behavior*; *Trends in Cognitive Science*; *Mind & Language*; *Psychological Science*; *Developmental Psychology*; *Child Development*; *J. of Comparative Psych.*; *Applied Psycholinguistics*; *Folia Primatologic*; *British J. of Developmental Psychology*; *PTRS*; *Studies in Language*; *Infant Behavior and Development*; *Linguistics*; *J. of Speech, Language, & Hearing Research*; *J. of Linguistic Anthropology*; *Evolution & Human Behavior*; *Intntl J. of Comparative Psychology*; *Ethology & Sociobiology*; *Intntl J. of Primatology*; *American J. of Physical Anthropology*; *Primates*; *Philosophical Psychology*; *Developmental Review*; *Language & Cognitive Processes*; *Ecological Psychology*; *J. of Human Evolution*; *Current Anthropology*; *J. Autism & Dev Disorders*; *Infancy*; *Current Biology*; *Proceedings Royal Society, B*; *PLoS, Biology*.

Conference Panels (various years): Society for Research in Child Development; International Conference on Infant Studies (1998 Panel Chair); International Association for the Study of Child Language (2005 Organizing Comm.); Conference on Human Development (1992 Program Co-Chair); International Cognitive Linguistics Association; Cognitive Science Society

Grant Reviewing: NIH HUD#1 Study Section (1997-2000); NSF: Linguistics; NSF: Human Cognition & Perception; NSF: Social Behavior; NSF: Physical Anthropology; NICHD; Spencer Foundation; McArthur Fellowship Program; March of Dimes Research Grants; NSERC of Canada; APA Awards Committee; Leaky Foundation; ESRC of the UK; Werner-Grenn

EXTERNAL RESEARCH SUPPORT:

1978 Sloan Foundation Fellowship, Yale University Artificial Intelligence Project
1981-83 University Research Committee, Emory University
1984-85 University Research Committee, Emory University
1984-86 National Institute of Mental Health
1988-89 National Foreign Language Center
1991-92 University Research Committee, Emory University
1991-94 Spencer Foundation
1994-97 National Institutes of Health, Subproject
1994-97 Spencer Foundation
1995-98 National Science Foundation, Principal Investigator
1998-02 National Institutes of Health, Principal Investigator
2005-08 European Union NEST Program Grant
2005-08 DFG Graduate Training Grant, University Leipzig
2008-12 European Union: CHRIS Program Grant
2008-12 Excellence Cluster Grant (Languages of Emotion): Free University, Berlin

AWARDS & PRIZES:

Guggenheim Fellowship, 1997-98
Center for Advanced Study in the Behavioral Sciences Fellow, 1998, deferred
William James Book Award, American Psychological Association, 2001
Fyssen Foundation Prize for Cognitive Science, Paris, 2004
Cognitive Development Society Book Award, 2005
Jean Nicod Prize for Philosophy of Cognitive Science, Paris, 2006
Mind & Brain Prize, Center for Cognitive Science, U. of Turin, Italy, 2007
Eleanor Maccoby Book Award, American Psychological Association, 2009
Oswald Külpe Prize [Experimental Psychology], University of Würzburg, 2009
Hegel Prize [Human Sciences], Stuttgart, 2009
Sir Frederic Bartlett Prize & Lectureship, Experimental Psychology Society, U.K., 2009
Max Planck Research Prize [Human Evolution], Humboldt Foundation, 2010
Heineken Prize for Cognitive Science, Royal Academy of Netherlands, 2010
Wiley Prize in Psychology, The British Academy, 2011
Klaus Jacobs Research Prize [Child Development], Zürich, 2011
Helmuth Plessner Prize [Philosophical Anthropology], Wiesbaden, 2014
Distinguished Scientific Contribution Award, American Psychological Association, 2015

PUBLICATIONS:

- 1983 Tomasello, M., & Todd, J. (1983). Joint attention and lexical acquisition style. *First Language*, 4, 197-212.
- 1984 Tomasello, M., & Farrar, J. (1984). Cognitive bases of lexical development: Object permanence and relational words. *Journal of Child Language*, 11, 477-493.
- Tomasello, M., Farrar, J., & Dines, J. (1984) Children's speech revisions for a familiar and an unfamiliar adult. *Journal of Speech and Hearing Research*, 27, 359-363.
- Adamson, L., & Tomasello, M. (1984). An "expressive" infant's communication development. *Infant Behavior and Development*, 7, 4.
- 1985 George, B., & Tomasello, M. (1984/85). The effect of variation in sentence length on young children's attention and comprehension. *First Language*, 5, 115-128.
- Tomasello, M., Anselmi, D., & Farrar, J. (1984/85). Young children's coordination of gestural and linguistic reference. *First Language*, 5, 199-210.
- Tomasello, M., & Mannle, S. (1985). Pragmatics of sibling speech to one year olds. *Child Development*, 56, 911-917.
- Tomasello, M., George, B., Kruger, A., Farrar, J., & Evans, A. (1985). The development of gestural communication in young chimpanzees. *Journal of Human Evolution*, 14, 175-186.
- Tomasello, M. (1985). A review of The Transition from Prelinguistic to Linguistic Communication edited by R. Golinkoff. *Child Development Abstracts & Bibliography*, 59 (2), 211.
- 1986 Anselmi, D., Tomasello, M., & Acunzo, M. (1986). Young children's responses to neutral and specific contingent queries. *Journal of Child Language*, 13, 135-44.
- Tomasello, M., Mannle, S., & Kruger, A. (1986). Linguistic environment of one to two year old twins. *Developmental Psychology*, 22, 169-176.
- Tomasello, M., & Farrar, J. (1986). Joint attention and early language. *Child Development*, 57, 1454-1463.
- ◆ *Reprinted in D. Messer & J. Dockrell (Eds.), 1998, Developmental Psychology: A Reader. Arnold.*
- ◆ *In 85 years of Child Development, one of the top 50 cited articles.*
- Evans, A., & Tomasello, M. (1986). Evidence for social referencing in young chimpanzees. *Folia Primatologica*, 47, 49-54.
- Tomasello, M., & Farrar, J. (1986). Object permanence and relational words: A lexical training study. *Journal of Child Language*, 13, 495-506.
- Kruger, A., & Tomasello, M. (1986). Transactive discussions with peers and adults. *Developmental Psychology*, 22, 681-685.
- Tomasello, M. (1986). A review of Language and Developing Child by K. de Hirsch. *Child Development Abstracts & Bibliography*, 60(1), 105-6.
- 1987 Tomasello, M. (1987). Learning to use prepositions: A case study. *Journal of Child Language*, 14, 79-98.
- Tomasello, M., Davis-Dasilva, M., Camak, L., & Bard, K. (1987). Observational learning of tool-use by young chimpanzees. *Human Evolution*, 2, 175-183.
- Mannle, S., & Tomasello, M. (1987). Fathers, siblings, and the Bridge Hypothesis. In K. E. Nelson & A. Van Kleeck (Eds.), *Children's Language, Volume 6*. Hillsdale, N.J: Lawrence Erlbaum Press, pp. 23-41.
- Tomasello, M. (1987). A review of Children's Worlds and Children's Language, ed. by J. Cook-Gumperz, D. Corsaro, & J. Streeck. *Child Development Abstracts & Bibliography*, 61, 3.

- Tomasello, M. (1987). Why the left hand? *Behavioral and Brain Sciences*, 10, 286-87.
- 1988 Herron, C. & Tomasello, M. (1988). Learning grammatical structures in a foreign language: Modelling versus Feedback. *The French Review*, 61, 910-922.
- Tomasello, M., Mannle, S. & Werdenschlag, L. (1988). The effect of previously learned words on the child's acquisition of words for similar referents. *Journal of Child Language*, 15, 505-15.
- Tomasello, M., & Herron, C. (1988). Down the garden path: Inducing and correcting overgeneralization errors in the foreign language classroom. *Applied Psycholinguistics*, 9, 237-46.
- Tomasello, M. (1988). The role of joint attentional process in early language development. *Language Sciences*, 10, 69-88.
- Tomasello, M. & Snow, C. (1988). Well-fed organisms still need feedback. *Behavioral and Brain Sciences*, 11, 475-6.
- Tomasello, M. (1988). A review of Theories of Second Language learning by B. McLaughlin. *Applied Psycholinguistics*, 9, 106-108.
- 1989 Tomasello, M., Gust, D., & Frost, T. (1989). A longitudinal investigation of gestural communication in young chimpanzees. *Primates*, 30, 35-50.
- Tomasello, M., & Herron, C. (1989). Feedback for language transfer errors: The garden path technique. *Studies in Second Language Acquisition*, 11, 385-395.
- Tomasello, M., Mannle, S., & Barton, M. (1989). The development of communicative competence in twins. *Revue Internationale de Psychologie Sociale*, 2, 49-59.
- Tomasello, M. (1989). Chimpanzee culture? *Society for Research in Child Development Newsletter*, Winter Issue, 1-3.
- ◆ *Reprinted in National Student Speech Language Hearing Association Journal, 1991, 18, 73-75.*
- Snow, C. & Tomasello, M. (1989). Data on language input: Incomprehensible omission indeed! *Behavioral and Brain Sciences*, 12, 357-8.
- Tomasello, M. (1989). Cognition as cause. *Behavioral and Brain Sciences*, 12, 607-608.
- 1990 Tomasello, M., Conti-Ramsden, G., & Ewert, B. (1990). Young children's conversations with their mothers and fathers: Differences of breakdown and repair. *Journal of Child Language*, 17, 115-130.
- Tomasello, M., & Gust, D. (1990) Peer interaction in young chimpanzees. *Folia Primatologica*, 55, 33-40.
- Tomasello, M. (1990). Cultural transmission in the tool use and communicatory signaling of chimpanzees? In S. Parker & K. Gibson (Eds.), "*Language" and Intelligence in Monkeys and Apes: Comparative Developmental Perspectives*. Cambridge University Press.
- Tomasello, M. (1990). A review of Early Lexical Development by E. Dromi. *Applied Psycholinguistics*, 11, 217-220.
- Tomasello, M. (1990). Grammar yes, Generative Grammar no. *Behavioral and Brain Sciences*, 13, 759-60.
- 1991 Barton, M., & Tomasello, M. (1991). Joint attention and conversation in mother-sibling-infant triads. *Child Development*, 62, 517-529.
- Tomasello, M. (1991). Processes of communication in the origins of language. In W. von Raffler-Engel, J. Wind, & A. Jonker (Eds.), *Studies in Language Origins, Volume II*. John Benjamins Press.
- Tomasello, M. & Herron, C. (1991). Experiments in the real world: A reply to Beck and Eubank. *Studies in Second Language Acquisition*, 13, 513-517.

- Tomasello, M. (1991). Objects are analogous to words, not phonemes or grammatical categories. *Behavioral and Brain Sciences*, 14, 575-576.
- 1992 Tomasello, M. (1992). *First Verbs: A Case Study of Early Grammatical Development*. Cambridge University Press.
- Mannle, S., Barton, M., & Tomasello, M. (1992). Two-year-olds conversations with their mothers and preschool-aged siblings. *First Language*, 12, 57-71.
- Tomasello, M. & Kruger, A. (1992). Joint attention on actions: Acquiring verbs in ostensive and non-ostensive contexts. *Journal of Child Language*, 19, 311-333.
- Herron, C., & Tomasello, M. (1992). Acquiring grammatical structures by guided induction. *French Review*, 65, 708-718.
- Secules, T., Herron, C., & Tomasello, M. (1992). The effect of video context on foreign language learning. *The Modern Language Journal*, 76, 480-490
- Tomasello, M. (1992). The social bases of language acquisition. *Social Development*, 1(1), 67-87.
- Tomasello, M. (1992). On defining language: Replies to Shatz and Ninio. *Social Development*, 1(2), 159-162.
- Tomasello, M. (1992). A review of *Children's Language*, Volume 7, edited by G. Conti-Ramsden & C. Snow. *Merrill-Palmer Quarterly*, 38, 293-296
- Tomasello, M. (1992). Cognitive ethology comes of age. *Behavioral and Brain Sciences*, 15, 168-169.
- Tomasello, M. (1992). Children's early grammars. A review of *Language Development from Two to Three* by L. Bloom. *Merrill-Palmer Quarterly*, 38, 572-78.
- 1993 Olguin, R. & Tomasello, M. (1993). Twenty-five-month-old children do not have a grammatical category of verb. *Cognitive Development*, 8, 245-272.
- Tomasello, M., Savage-Rumbaugh, S., & Kruger, A. (1993). Imitative learning of actions on objects by children, chimpanzees and enculturated chimpanzees. *Child Development*, 64, 1688-1705.
- Tomasello, M. & Olguin, R. (1993). Twenty-three-month-old children have a grammatical category of noun. *Cognitive Development*, 8, 451-464.
- Nagell, K., Olguin, K., & Tomasello, M. (1993). Processes of social learning in the tool use of chimpanzees and human children. *Journal of Comparative Psychology*, 107, 174-186.
- Tomasello, M., Kruger, A., & Ratner, H. (1993). Cultural learning. Target Article for *Behavioral and Brain Sciences*, 16, 495-552.
- ◆ Reprinted in P. Lloyd & C. Fernyhough (Eds.), 1999, *Vygotsky: Critical Perspectives*.
- Tomasello, M., Kruger, A., & Ratner, H. (1993). Culture, biology, and human ontogeny. Author's response for *Behavioral and Brain Sciences*, 16, 540-552.
- Olguin, R. & Tomasello, M. (1993). The verb-specific organization of children's early grammars. In E. Clark (Ed.), *Proceedings of the Child Language Research Forum*. University of Chicago Press.
- Tomasello, M. (1993). The Cognition Hypothesis one last time: A review of *Language and Thought in Normal and Handicapped Children* by R. Cromer. *Contemporary Psychology*, 38, 620-21.
- Tomasello, M. (1993). Where's the person? *Behavioral and Brain Sciences*, 16, 84-5.
- Tomasello, M. (1993). It's imitation, not mimesis. *Behavioral and Brain Sciences*, 16, 771-772.
- Tomasello, M. (1993). A review of *A First Language Taught and Learned* by E. Moerk. *Contemporary Psychology*, 38, 530-531.
- 1994 Tomasello, M., Call, J., Nagell, K., Olguin, R., & Carpenter, M. (1994). The learning and use of gestural signals by young chimpanzees: A trans-generational study. *Primates*, 37, 137-154.

- Tomasello, M. & Barton, M. (1994). Learning words in non-ostensive contexts. *Developmental Psychology*, 30, 639-650.
- ◆ **Reprinted in Hatano & Inagaki (Eds.), *Psychological Bases of Development and Education*. Sakai.**
- Call, J. & Tomasello, M. (1994). The production and comprehension of referential pointing by orangutans. *Journal of Comparative Psychology*, 108, 307-317.
- Call, J. & Tomasello, M. (1994). Social learning of tool use by orangutans. *Human Evolution*, 4, 297-313.
- Tomasello, M. & Call, J. (1994). The social cognition of monkeys and apes. *Yearbook of Physical Anthropology*, 37, 273-305.
- Tomasello, M. (1994). Can an ape understand a sentence? A review of Language Comprehension in Ape and Child by E.S. Savage-Rumbaugh et al. *Language and Communication*, 14, 377-390.
- Barton, M. & Tomasello, M. (1994). The rest of the family: The role of fathers and siblings in early language development. In C. Gallaway & B. Richards (Eds.), *Input and Interaction in Language Acquisition*, Cambridge University Press, 109-134.
- Tomasello, M. (1994). On the interpersonal origins of self-concept. In U. Neisser (Ed.), *Ecological and Interpersonal Sources of Self-Knowledge*. Cambridge University Press.
- Tomasello, M. (1994). The question of chimpanzee culture. In R. Wrangham, W. McGrew, F. de Waal, & P. Heltne (Eds.), *Chimpanzee Cultures*. Harvard University Press, 301-317.
- ◆ **Reprinted (with new postscript) in B. Galef & K. Laland (Eds.), *The Question of Animal Culture*. Academic Press.**
- Tomasello, M. & Mervis, C. (1994). The instrument is great, but measuring comprehension is still a problem. *Monographs of the Society for Research in Child Development*, 59, 174-179.
- Tomasello, M., Kruger, A., & Ratner, H. (1994). The role of emotions in cultural learning. Author's response to continuing commentary for *Behavioral and Brain Sciences*, 17, 782-784.
- Tomasello, M. (1994). A review of Tools, Language, and Intelligence: An Evolutionary Perspective edited by K. Gibson & T. Ingold. *Linguistic Anthropology*, 4, 83-84.
- Tomasello, M. & Rochat, P. (1994). A review of Beyond Modularity: A Developmental Perspective on Cognitive Science by A. Karmiloff-Smith. *Philosophical Psychology*, 7, 536-539.
- 1995 Call, J. & Tomasello, M. (1995). The use of social information in the problem-solving of orangutans and human children. *Journal of Comparative Psychology*, 109, 308-320.
- Tomasello, M. & Akhtar, N. (1995). Two-year-olds use pragmatic cues to differentiate reference to objects and actions. *Cognitive Development*, 10, 201-224.
- Carpenter, M., Tomasello, M., & Savage-Rumbaugh, S. (1995). Joint attention and imitative learning in children, chimpanzees, and enculturated chimpanzees. *Social Development*, 4, 18-37.
- Tomasello, M. & Merriman, W. (Eds.) (1995). *Beyond Names for Things: Young Children's Acquisition of Verbs*. Lawrence Erlbaum Publishers.
- Tomasello, M. (1995). Pragmatic contexts for early verb learning. In M. Tomasello & W. Merriman (Eds.), *Beyond Names for Things: Young Children's Acquisition of Verbs*. Lawrence Erlbaum.
- Merriman, W. & Tomasello, M. (1995). Verbs are words too: An introduction to the volume. In M. Tomasello & W. Merriman (Eds.), *Beyond Names for Things: Young Children's Acquisition of Verbs*. Lawrence Erlbaum.
- Tomasello, M. (1995). Language is not an instinct. *Cognitive Development*, 10, 131-156.
- Byrne, R. & Tomasello, M. (1995). Do rats ape? *Animal Behaviour*, 50, 1417-20.

- Tomasello, M. (1995). Joint attention as social cognition. In C. Moore & P. Dunham (Eds.), *Joint Attention: Its Origins and Role in Development*. Lawrence Erlbaum, 103-130.
 ◆ **Volume translated into Japanese by M. Kobayashi.**
- Tomasello (1995). The power of culture: Evidence from apes. *Human Development*, 38, 46-52.
- Tomasello, M. (1995). Understanding the self as social agent. In P. Rochat (Ed.), *The Self in Infancy: Theory and Research*. Elsevier.
- Tomasello, M. (1995). Theory or data? A response to Deuchar. *First Language*, 15, 111-116
- Tomasello, M. (1995). A review of Lev Vygotsky: Revolutionary Scientist by F. Newman and L. Holzman. *Contemporary Psychology*, 40, 768-69.
- 1996 Tomasello, M., Strosberg, R., & Akhtar, N. (1996). Eighteen-month-old children learn words in non-ostensive contexts. *Journal of Child Language*, 23, 157-176.
- Akhtar, N., Carpenter, M., & Tomasello, M. (1996). The role of discourse novelty in early word learning. *Child Development*, 67, 635-45.
 ◆ **Reprinted in D. Muir (Ed.) *Essential Readings in Developmental Psychology*, 1998. Blackwell.**
- Akhtar, N. & Tomasello, M. (1996). Two-year-olds learn words for absent objects and actions. *British Journal of Developmental Psychology*, 14, 79-93.
- Tomasello, M. (1996). Piagetian and Vygotskian perspectives on language acquisition. *Human Development*, 39, 269-276.
- Kruger, A. & Tomasello, M. (1996). Cultural learning and learning culture. In D. Olson (Ed.), *Handbook of Education and Human Development: New Models of Teaching, Learning, and Schooling*. Blackwell.
- Tomasello, M. (1996). Do apes ape? In J. Galef & C. Heyes (Eds.), *Social Learning in Animals: The Roots of Culture*. Academic Press.
- Tomasello, M. (1996). The cultural roots of language. In B. Velichkovsky & D. Rumbaugh (Eds.), *Communicating Meaning: The Evolution and Development of Language*. Lawrence Erlbaum.
- Call, J. & Tomasello, M. (1996). The effect of humans on the cognitive development of apes. In A. Russon, K.A. Bard, S.T. Parker (Eds.), *Reaching into Thought: The Minds of the Great Apes*. Cambridge University Press.
- Tomasello, M. (1996). The child's contribution to culture. *Culture and Psychology*, 2, 307-318.
- Tomasello, M. (1996). Chimpanzee social cognition. Commentary for *Society for Research in Child Development Monographs*, 61, 161-173.
- Akhtar, N. & Tomasello, M. (1996). A review of *The Development of Communication* by D. Messer. *Language and Speech*, 38, 203-205.
- 1997 Tomasello, M. & Call, J. (1997). *Primate Cognition*. Oxford University Press.
 ◆ **Finalist, 1998 Eleanor Maccoby Book Award of the American Psychological Association**
 ◆ **1998 Outstanding Academic Book, Choice**
- Akhtar, N. & Tomasello, M. (1997). Young children's productivity with word order and verb morphology. *Developmental Psychology*, 33, 952-965.
- Tomasello, M., Call, J., & Gluckman, A. (1997). The comprehension of novel communicative signs by apes and human children. *Child Development*, 68, 1067-1081.
- Tomasello, M., Akhtar, N., & Dodson, K., Rekau, L. (1997). Differential productivity in young children's use of nouns and verbs. *Journal of Child Language*, 24, 373-87.
- Tomasello, M., Call, J., Warren, J., Frost, T., Carpenter, M., & Nagell, K. (1997). The ontogeny of chimpanzee gestural signals: A comparison across groups and generations. *Evolution of Communication*. 1, 223-253.

- Tomasello, M. & Camaioni, L. (1997). A comparison of the gestural communication of apes and human infants. *Human Development*, 40, 7-24.
- Tomasello, M. (1997). The pragmatics of word learning. *Japanese Journal of Cognitive Science*, 4, 59-74.
- ◆ **Japanese translation in M. Ima (Ed), *Innateness of Mind*.**
- Tomasello, M. (1997). Language and representation. A review of K. Nelson *Language in Cognitive Development*. *Contemporary Psychology*, 42, 1080-83.
- Tomasello, M. (1997). Human see, human do. *Natural History*, 106, 45-46.
- 1998 Tomasello, M., Call, J., & Hare, B. (1998). Five primate species follow the visual gaze of conspecifics. *Animal Behaviour*, 55, 1063-69.
- Carpenter, M., Nagell, K., & Tomasello, M. (1998). Social cognition, joint attention, and communicative competence from 9 to 15 months of age. *Monographs of the Society for Research in Child Development*, Volume 255.
- Tomasello, M. & Brooks, P. (1998). Young children's earliest transitive and intransitive constructions. *Cognitive Linguistics*, 9, 379-395.
- Hare, B., Call, J., & Tomasello, M. (1998). Communication of food location between human and dog (*Canis familiaris*). *Evolution of Communication*, 2, 137-159.
- Carpenter, M., Akhtar, N., & Tomasello, M. (1998). 14-through 18-month-old infants differentially imitate intentional and accidental actions. *Infant Behavior and Development*, 21, 315-330.
- ◆ **Reprinted in D. Muir & A. Slater (Eds.), *Essential Readings in Infant Development*, 1998, Blackwell**
- Call, J. & Tomasello, M. (1998). Distinguishing intentional from accidental actions in orangutans (*Pongo pygmaeus*), chimpanzees (*Pan troglodytes*), and human children (*Homo sapiens*). *Journal of Comparative Psychology*, 112, 192-206.
- Ashley, J. & Tomasello, M. (1998). Cooperative problem solving and teaching in preschoolers. *Social Development*, 7, 143-163.
- Tomasello, M. (1998). One child's early talk about possession. In J. Newman (Ed.), *The Linguistics of Giving*. John Benjamins.
- Call, J., Hare, B., & Tomasello, M. (1998). Chimpanzee gaze following in an object choice task. *Animal Cognition*, 1, 89-100.
- Brooks, P. & Tomasello, M. (1998). How children avoid overgeneralization errors when acquiring transitive and intransitive verbs. In E. Clark (Ed.), *Proceedings of the Child Language Research Forum*, Vol. 29. (pp. 171-180). University of Chicago Press.
- Dodson, K. & Tomasello, M. (1998). Acquiring the transitive construction in English: The role of animacy and pronouns. *Journal of Child Language*, 25, 555-574
- Tomasello, M., Brooks, P., & Stern, E. (1998). Learning to produce passive sentences through discourse. *First Language*, 18, 223-237.
- Baldwin, D. & Tomasello, M. (1998). Word learning: A window on early pragmatic understanding. In E. Clark (Ed.), *Proceedings of the Child Language Research Forum*, Vol. 29. (pp. 3-24). University of Chicago Press.
- Boesch, C. & Tomasello, M. (1998). Chimpanzee and human culture. *Current Anthropology*, 39, 591-604.
- Boesch, C. & Tomasello, M. (1998). Response to commentators. *Current Anthropology*, 39, 610-611.
- Tomasello, M. (1998). Cognitive linguistics. In W. Bechtel & G. Graham (Eds.), *A Companion to Cognitive Science*. Basil Blackwell.
- ◆ **Reprinted in *Via Communicandi*, Ed. B. Sierocka, 2006.**

- Tomasello, M. (1998). Reference: Intending that others jointly attend. *Pragmatics and Cognition*, 6, 229-244.
- Visalberghi, E. & Tomasello, M. (1998). Primates causal understanding in the physical and psychological domains. *Behavioural Processes*, 42, 189-203.
- ◆ **Translated into Italian and reprinted in *Sistemi Intelligenti* 11, 1999, 307-31.**
- Tomasello, M. (Ed.). (1998). *The New Psychology of Language: Cognitive and Functional Approaches to Language Structure*. Lawrence Erlbaum.
- ◆ **Translated into Japanese.**
- ◆ **Classic Edition (with new Introduction), 2014.**
- Tomasello, M. (1998). Introduction: The cognitive-functional perspective on language structure. In M. Tomasello (Ed.), *The New Psychology of Language: Cognitive and Functional Approaches to Language Structure*. Lawrence Erlbaum.
- Tomasello, M. (1998). Uniquely primate, uniquely human. *Developmental Science*, 1, 1-16.
- Tomasello, M. (1998). Response to commentaries. *Developmental Science*, 1, 27-30.
- Tomasello, M. (1998). Social cognition and the evolution of culture. In J. Langer & M. Killen (Eds.), *Piaget, Evolution, and Development*. Erlbaum.
- Tomasello, M. (1998). The return of constructions. *Journal of Child Language*, 75, 431-447.
- Tomasello, M. (1998). Response to commentators. *Journal of Child Language*, 75, 485-91.
- 1999 Tomasello, M. (1999). *The Cultural Origins of Human Cognition*. Harvard University Press.
- ◆ **Winner of the 2001 William James Book Award of the American Psychological Association**
- ◆ **Translations into German, Italian, French, Portugese, Polish, Japanese, Hungarian, Spanish, Arabic, Chinese, Korean**
- ◆ **Excerpts published in S. Gelman (Ed.), *Childhood Cognitive Development*, Blackwell, 2014.**
- Brooks, P. & Tomasello, M. (1999). Young children learn to produce passives with nonce verbs. *Developmental Psychology*, 35, 29-44.
- Tomasello, M., Hare, B., & Agnetta, B. (1999). Chimpanzees follow gaze direction geometrically. *Animal Behaviour*, 58, 769-77.
- Call, J. & Tomasello, M. (1999). A nonverbal false belief task: The performance of children and great apes. *Child Development*, 70, 381-395.
- Itakura, S., Agnetta, B., Hare, B., & Tomasello, M. (1999). Chimpanzees use human and conspecific social cues to locate hidden food. *Developmental Science*, 2, 448 - 56.
- Brooks, P., Tomasello, M., Lewis, L., & Dodson, K. (1999). Children's overgeneralization of fixed transitivity verbs: The entrenchment hypothesis. *Child Development*, 70, 1325-37.
- Hare, B. & Tomasello, M. (1999). Domestic dogs (*Canis familiaris*) use human and conspecific social cues to locate hidden food. *Journal of Comparative Psychology*, 113, 173-77.
- Brooks, P. & Tomasello, M. (1999). How young children constrain their argument structure constructions. *Language*, 75, 720-738.
- Tomasello, M., Striano, T., & Rochat, P. (1999). Do young children use objects as symbols? *British Journal of Developmental Psychology*, 17, 563-584.
- Bellagamba, F. & Tomasello, M. (1999). Re-enacting intended acts: Comparing 12- and 18-month-olds. *Infant Behavior and Development*, 22, 277 - 82.
- Brooks, P. & Tomasello, M. (1999). Learning the English passive construction. In B. Fox, D. Jurovsky, & L. Michaelis (Eds.), *Cognition and Function in Language*. Stanford, CA: CLSI Publications.
- Diessel, H. & Tomasello, M. (1999). Why complement clauses do not have a *that*-complementizer in early child language. *Proceedings of Berkeley Linguistic Society*, 25, 86-97.

- Tomasello, M. & Brooks, P. (1999). Early syntactic development: A Construction Grammar approach. In M. Barrett (Ed.), *The Development of Language*. Psychology Press.
- Tomasello, M. (1999). Comparative Psychology. *MIT Encyclopedia of the Cognitive Sciences*. MIT Press.
- Akhtar, N. & Tomasello, M. (1999). Intersubjectivity in early language learning and use. In S. Braaten (Ed.), *Intersubjective Communication and Emotion in Ontogeny*. Cambridge University Press.
- Tomasello, M. (1999). The cultural ecology of young children's interactions with objects and artifacts. In E. Winograd, R. Fivush, & W. Hirst (Eds.), *Ecological Approaches to Cognition: Essays in Honor of Ulric Neisser*. Erlbaum.
- ◆ **Reprinted**
- Tomasello, M. (1999). Emulation learning and cultural learning. *Behavioral and Brain Sciences*, 21, 703-704.
- Behrens, H. & Tomasello, M. (1999). And what about the Chinese? *Behavioral and Brain Sciences*, 22, 1014.
- Tomasello, M. (1999). Social cognition before the revolution. In P. Rochat (Ed.), *Early Social Cognition*. Lawrence Erlbaum.
- Tomasello, M. (1999). Having intentions, understanding intentions, and understanding communicative intentions. In P. Zelazo, D. Olson, & J. Astington (Eds.), *Developing theories of intention*. Cambridge University Press.
- Tomasello, M. (1999). The human adaptation for culture. *Annual Review of Anthropology*, 28, 509-529.
- ◆ **Translated and reprinted in H. Siegenthaler (Ed.) (2003), *Rationalität im Prozess Kulturelle Evolution*. Mohr Siebeck.**
- ◆ **Reprinted in F. Wuketis & C. Antweiler (Ed.) (2004), *Handbook of Evolution*. Wiley.**
- ◆ **Translated and reprinted in special issue of *Zeitschrift fuer Kulturphilosophie*, 2011, Volume 5, p. 41-58.**
- 2000 Hare, B., Call, J., Agnetta, B., & Tomasello, M. (2000). Chimpanzees know what conspecifics do and do not see. *Animal Behaviour*, 59, 771-785.
- ◆ **Chosen as one of 12 most important articles in the 60 years of *Animal Behavior* (see Whiten (2013). *Animal Behaviour*, 86, 213-221).**
- Call, J., Agnetta, B., & Tomasello, M. (2000). Social cues that chimpanzees do and do not use to locate hidden objects. *Animal Cognition*, 3, 23-34.
- Campbell, A., Brooks, P., & Tomasello, M. (2000). Factors affecting young children's use of pronouns as referring expressions. *Journal of Speech, Language, and Hearing Research*, 43, 1337 - 1349.
- Agnetta, B., Hare, B., & Tomasello, M. (2000). Cues to food location that domestic dogs of different ages do and do not use. *Animal Cognition*, 3, 107-112.
- Diessel, H., & Tomasello, M. (2000). The development of relative constructions in early child speech. *Cognitive Linguistics*, 11, 131-152.
- Tomasello (2000). A usage-based approach to child language acquisition. *Proceedings of the Berkeley Linguistics Society*.
- ◆ **Reprinted in Y. Shirai (Ed.), *Studies in Language Sciences*. Kuroshio Publishers: Tokyo, Japan.**
- ◆ **Reprinted in Ben Bergen (Ed.) (2007), *Cognitive Linguistics Reader*. Equinox Press.**
- ◆ **Reprinted in V. Evans and S. Pourcel (Eds.) (2008) *New Directions in Cognitive Linguistics*. John Benjamins**
- Tomasello, M. (2000). Do young children have adult syntactic competence? *Cognition*, 74, 209-253.
- ◆ **Translated and reprinted in E. Dabrowska (Ed.) (2004), *Studies in Language Acquisition (Polish)*, Krakow: Universitas Press.**

- Tomasello, M. (2000). First steps in a usage based theory of language acquisition. *Cognitive Linguistics*, 11, 61-82.
- ◆ Reprinted in D. Geeraerts (Ed.) (2004), *Cognitive Linguistics: Basic Readings*. Mouton deGruyter, 2006.
 - ◆ Translated and reprinted in *Cafernos de Traducaao (Portugese)*, 25.
- Tomasello, M. (2000). Primate cognition: Introduction to the issue. Special Issue (M. Tomasello, Ed.), *Cognitive Science*, 24, 351-362.
- Tomasello, M. (2000). Culture and cognitive development. *Current Directions in Psychological Science*, 9, 37-40.
- ◆ Reprinted in J. Lerner & A. Alberts (Eds) (2004), *Current Directions in Developmental Psychology*. Prentice Hall.
 - ◆ Reprinted in L. Liben (Ed) (2008). *Current Directions in Developmental Psychology (2nd Ed)*. Allyn & Bacon
- Tomasello, M. (2000). The item based nature of children's early syntactic development. *Trends in Cognitive Sciences*, 4, 156-163.
- ◆ Reprinted in M. Tomasello & E. Bates (Eds.) (2001), *Essential Readings in Language Development*, Blackwell.
- Tomasello, M. (2000). Two hypotheses about primate cognition. In C. Heyes & L. Huber (Eds.), *The Evolution of Cognition*. MIT Press.
- ◆ Translated and reprinted in *Deutsche Zeitschrift für Philosophie*, (2004) 4, 585-601.
- Akhtar, N, & Tomasello, M. (2000). The social nature of words and word learning. In R. Golinkoff & K. Hirsh-Pasek (Eds.), *Becoming a Word Learner: A Debate on Lexical Acquisition*. Oxford University Press.
- Tomasello, M. & Akhtar, N. (2000). Five questions for any theory of word learning. In R. Golinkoff & K. Hirsh-Pasek (Eds.), *Becoming a Word Learner: A Debate on Lexical Acquisition*. Oxford University Press.
- Carpenter, M. & Tomasello, M. (2000). Joint attention, cultural learning, and language acquisition: Implications for autism. In A. Wetherby & B. Prizantz (Eds.), *Autistic Spectrum Disorders: A Transactional Developmental Perspective*. Brookes.
- Tomasello, M. (2000). Acquiring syntax is not what you think. In D. Bishop & L. Leonard (Eds.), *Speech and Language Impairments in Children: Causes, Characteristics, Intervention, & Outcome*. Psychology Press.
- Tomasello, M. (2000). The social-pragmatic theory of word learning. *Pragmatics*, 10, 401-14.
- ◆ Translated and reprinted in B. Bokus & G. Shugar (Eds.), *Psychology of Children's Language*.
- 2001 Hare, B., Call, J., & Tomasello, M. (2001). Do chimpanzees know what conspecifics know? *Animal Behavior*, 61, 139 - 151.
- Diessel, H., & Tomasello, M. (2001). The acquisition of finite complement clauses in English: A usage based approach to the development of grammatical constructions. *Cognitive Linguistics*, 12,97-141.
- Tomasello, M., Hare, B., & Fogleman, T. (2001). The ontogeny of gaze following in chimpanzees and rhesus macaques. *Animal Behaviour*, 61, 335-43.
- Campbell, A., & Tomasello, M. (2001). The acquisition of English dative constructions. *Applied Psycholinguistics*, 22, 253-267.
- Childers, J. & Tomasello, M. (2001). The role of pronouns in young children's acquisition of the English transitive construction. *Developmental Psychology*, 37, 739-748.
- Abbott-Smith, K., Lieven, E., & Tomasello, M. (2001). What children do and do not do with ungrammatical word orders. *Cognitive Development*, 16, 1-14.
- Striano, T., Tomasello, M., & Rochat, P. (2001). Social and object support for early symbolic play. *Developmental Science*, 4, 442-455.

- Pika, S., & Tomasello, M. (2001). 'Separating the wheat from the chaff': A novel food processing technique in captive gorillas. *Primates*, 42, 167-70.
- Tomasello, M. & Bates, E. (Eds.) (2001). *Language Development: The Essential Readings*. Oxford: Blackwell.
- Tomasello, M. & Bates, E. (2001). Introduction to the volume. In M. Tomasello & E. Bates (Eds.), *Language Development: The Essential Readings*. Oxford: Blackwell.
- Tomasello, M. (2001). Perceiving intentions and learning words in the second year of life. In M. Bowerman & S. Levinson (Eds.), *Language Acquisition and Conceptual Development*. Cambridge University Press.
- ◆ **Reprinted in M. Tomasello & E. Bates (Eds.) (2001), *Essential Readings in Language Development*, Blackwell.**
- Tomasello, M. (2001). Bruner on language acquisition. In D. Bakhurst & S. Shanker (Eds.), *Jerome Bruner: Language, Culture, Self*. Sage Press.
- Striano, T., & Tomasello, M. (2001). Infant physical and social cognition. In P. Baltes (Ed.), *International Encyclopedia of the Social and Behavioral Sciences: Human Developments*. Oxford: Elsevier.
- Tomasello, M. & Call, J. (2001). Review of I. Pepperberg, *The Alex Studies*. *Animal Behavior*, 61, 266-268.
- Childers, J., Echols, C., Tomasello, M., & Fernandez, A. (2001). Children's understanding and use of verb morphology: Spanish- and English-speaking 2- and 3-year olds. In M. Almgren (Ed.), *Research in Child Language Acquisition*. Cascadilla Press.
- Tomasello, M. (2001). Evolution of human cognition. In W. Durham & M. Feldman (Eds.), *International Encyclopedia of the Social and Behavioral Sciences: Evolutionary Sciences*. Oxford: Elsevier.
- Tomasello, M. (2001). Cultural transmission: A view from chimpanzees and human infants. *Journal of Cross-Cultural Psychology*, 32, 135-146.
- ◆ **Translated and reprinted in H. Keller (Ed.), *Handbuch der Kleinkindforschung*, Huber Verlag**
- ◆ **Reprinted in Ute Schönplug (Ed.), *Cultural Transmission*. Cambridge U. Press.**
- ◆ **Reprinted in S. Linquist (Ed.), *The evolution of Culture*. Ashgate.**
- 2002 Hare, B., Brown, M., Williamson, C., & Tomasello, M. (2002). The domestication of social cognition in dogs. *Science*, 298, 1634-36.
- Childers, J. & Tomasello, M. (2002). Two-year-olds learn novel nouns, verbs, and conventional actions from massed or distributed exposures. *Developmental Psychology*, 38, 967-978.
- Wittek, A. & Tomasello, M. (2002). German children's productivity with tense morphology: the Perfekt. *Journal of Child Language*, 29, 567-590.
- Carpenter, M., Call, J., & Tomasello, M. (2002). Some 36-month-old children understand false beliefs. *British J. of Developmental Psychology*, 20, 393-420.
- Hare, B., Adessi, E., Call, J., Tomasello, M., Visalberghi, E. (2002). Do capuchin monkeys (*Cebus apella*) know what conspecifics do and do not see? *Animal Behaviour*, 64.
- Carpenter, M., Call, J., & Tomasello, M. (2002). Understanding others' prior intentions enables 2-year-olds to imitatively learn a complex task. *Child Development*, 73, 1431-42.
- Tomasello, M & Zuberbüler, K. (2002). Primate vocal and gestural communication. In M. Bekoff, C. Allen, & G. Burghardt (Eds), *The Cognitive Animal: Empirical and Theoretical Perspectives on Animal Cognition*. MIT Press.
- Tomasello, M. (2002). Some facts about primate (including human) social learning and communication. In A. Cangelosi & D. Parisi (Eds.), *Simulating the Evolution of Language*. London: Springer Verlag.
- Tomasello, M. & Abbot-Smith, K. (2002). A tale of two theories: Response to Fisher. *Cognition*, 83, 207-214.

- Tomasello, M. (2002). Could we please lose the mapping metaphor, please? *Behavioral and Brain Sciences* 24, 1119-1120.
- Tomasello, M. (2002). Things are what they do: Katherine Nelson's functional approach to language and cognition. *Journal of Cognition and Development*, 3, 5-19.
- Tomasello, M. (2002). The emergence of grammar in early child language. In T. Givón & B. Malle (Eds.), *The Evolution of Language out of Prelanguage*. John Benjamins.
- Tomasello, M. (2002). Gestures and language evolution: A review of Michael Corballis From Hand to Mouth. *Nature*, 417, 791.
- 2003 Tomasello, M. (2003). *Constructing a Language: A Usage-Based Theory of Language Acquisition*. Harvard University Press.
- ◆ **Cognitive Development Society Book Award, 2005**
 - ◆ **Translation into Japanese, Chinese, Korean**
- Cameron-Faulkner, T., Lieven, E., & Tomasello, M. (2003). A construction based analysis of child directed speech. *Cognitive Science*, 27, 843-873.
- Savage, C., Lieven, E., Theakston, A., & Tomasello, M. (2003). Testing the abstractness of young children's linguistic representations: Lexical and structural priming of syntactic constructions? *Developmental Science*, 6, 557-567.
- Childers, J. & Tomasello, M. (2003). Children extend both words and nonverbal actions to novel exemplars. *Developmental Science*, 6, 185-190.
- Call, J., Bräuer, J., Kaminski, J., & Tomasello, M. (2003). Domestic dogs (*Canis familiaris*) are sensitive to the attentional state of humans. *J. of Comparative Psychology*, 117, 257-263.
- Lieven, E., Behrens, H., Speares, J., & Tomasello, M., (2003). Early syntactic creativity: A usage based approach. *Journal of Child Language*, 30, 333-370.
- Tomasello, M. & Haberl, K. (2003). Understanding attention: 12- and 18-month-olds know what's new for other persons. *Developmental Psychology*, 39, 906-912.
- Lohmann, H., & Tomasello, M. (2003). The role of language in the development of false belief understanding: A training study. *Child Development*. 74, 1130-1144.
- Theakston, A., Lieven, E., & Tomasello, M. (2003). The role of input in the acquisition of third-person singular verbs in English. *J. of Speech, Language, & Hearing Research*, 46, 863-877.
- Pika, S., Liebal, K., & Tomasello, M. (2003). Gestural communication in gorillas. *American Journal of Primatology*, 60, 95-111.
- Tomasello, M. & Rakoczy, H. (2003). What makes human cognition unique? From individual to shared to collective intentionality. Millennial Perspective Series in *Mind and Language*, 18, 121-47.
- ◆ **Reprinted in *Intellectica: Special Issue on Culture and Society (2007)*, 46-47, pp. 25-48**
- Tomasello, M., Call, J., & Hare, B. (2003). Chimpanzees understand psychological states: The question is which ones and to what extent. *Trends in Cognitive Science*, 7, 153-156.
- Tomasello, M., Call, J., & Hare, B. (2003). Chimpanzees versus humans: Its not that simple. *Trends in Cognitive Science*, 7, 239-40.
- Tomasello, M. & Akhtar, N. (2003). What paradox? A response to Naigles. *Cognition*, 88, 317-23.
- Tomasello, M. (2003). On the different origins of symbols and grammar. In M. Christiansen & S. Kirby (Eds.), *Language Evolution: The States of the Art*. Oxford University Press.
- Tomasello, M. (Ed.). (2003). *The New Psychology of Language, Volume 2: Cognitive and Functional Approaches to Language Structure*. Lawrence Erlbaum.
- ◆ **Translated into Japanese.**

- Tomasello, M. (2003). Introduction: Some surprises for Psychologists. In M. Tomasello (Ed.), *The New Psychology of Language, Volume 2: Cognitive and Functional Approaches to Language Structure*. Lawrence Erlbaum.
- ◆ **Classic Edition (with new Introduction), 2014.**
- Tomasello, M. (2003). The pragmatics of primate communication. In J. Verschueren (Ed.), *Handbook of Pragmatics*. Benjamins Publishers.
- ◆ **Translated and reprinted in M. Guidetti (Ed.), *Psychologie Francais (special issue on pragmatics) (2004), 49, 209-18.***
 - ◆ **Reprinted in J. Versuchen (Ed.), *Key Notions in Pragmatics. Benjamin.***
- Tomasello, M. (2003). The key is social cognition. In D. Gentner & S. Goldin-Meadow (Eds.), *Language in Mind*. MIT Press.
- ◆ **Translated & reprinted in *Coderno de Traducuo (2012) no. 31, p. 205-215.***
- Call, J., & Tomasello, M. (2003). Social cognition. In D. Maestriepieri (Ed.), *Primate Psychology: The Mind and Behavior of Human and Nonhuman Primates*. Harvard University Press.
- Lohmann, H. & Tomasello, M. (2003). Language and social understanding: Commentary on Nelson et al. *Human Development, 46, 47-50.*
- 2004 Tomasello, M. & Stahl, D. (2004). Sampling children's spontaneous speech: How much is enough? *Journal of Child Language, 31, 101-121.*
- Moll, H. & Tomasello, M. (2004). 12- and 18-month-olds follow gaze to hidden locations. *Developmental Science, 7, F1-F9.*
- Liebal, K. & Tomasello, M. (2004). Social communications in siamangs. *Primates, 45, 41 - 57.*
- Call, J., Hare, B., Carpenter, M., & Tomasello, M. (2004). Unwilling or unable? Chimpanzees' understanding of intentional action. *Developmental Science, 7, 488-98.*
- Abbot-Smith, K., Lieven, E., & Tomasello, M. (2004). Training 2;6 year olds to produce the transitive construction: The role of frequency, semantic similarity, and shared syntactic distribution. *Developmental Science, 7, 48-55.*
- Liszkowski, U., Carpenter, M., Henning, A., Striano, T., & Tomasello, M. (2004). 12-month-olds point to share attention and interest. *Developmental Science, 7, 297-307.*
- Rakoczy, H., Striano, T., & Tomasello, M. (2004). Young children know that trying is not pretending. *Developmental Psychology, 40, 388-399.*
- Maslen, R., Theakston, A., Lieven, E., & Tomasello, M. (2004). A dense corpus study of past tense and plural overgeneralizations in English. *J. of Speech, Language, & Hearing Research, 47, 1319-1333.*
- Kaminski, J., Call, J., & Tomasello, M. (2004). Body orientation and face orientation: Two factors controlling apes' begging behavior from humans. *Animal Cognition, 7, 216-23.*
- Liebal, K., Call, J., & Tomasello, M. (2004). The use of gesture sequences by chimpanzees. *American Journal of Primatology, 64, 377-396.*
- Namy, L., Campbell, A., Tomasello, M. (2004). Developmental change in the role of iconicity in symbol learning. *Journal of Cognition & Development, 5, 37-56.*
- ◆ **Editor's Choice: Best article of 2004, *Journal of Cognition & Development.***
- Liebal, K., Pika, S., Call, J., & Tomasello, M. (2004). To move or not to move: How apes adjust to the attentional state of others. *Interaction Studies, 5, 199-219.*
- Hare, B. & Tomasello, M. (2004). Chimpanzees are more skillful in competitive than in cooperative cognitive tasks. *Animal Behaviour, 68, 571-81.*
- Brauer, J., Call, J., & Tomasello, M. (2004). Visual perspective taking in dogs in the presence of barriers. *Applied Animal Behavioral Science, 88, 299-317.*
- Tomasello, M. (2004). Learning through others. *Dedalus, 133, 51 - 58.*

- Tomasello, M. (2004). What kind of evidence could refute the UG hypothesis? *Studies in Language*, 28, 642-44.
- ◆ Reprinted in M. Penke & A. Rosenbach (Eds.), *What Constitutes Evidence in Linguistics? John Benjamins*, 2007.
- Tomasello, M. & Slobin, D. (Eds.) (2004). *Beyond Nature-Nurture: Essays in Honor of Elizabeth Bates*. Lawrence Erlbaum.
- Slobin, D. & Tomasello, M. (2004). Introduction to the volume. In M. Tomasello & D. Slobin (Eds.). *Beyond Nature-Nurture: Essays in Honor of Elizabeth Bates*. Lawrence Erlbaum.
- ◆ Revised version reprinted in *Language Learning and Development*, 2005.
- Tomasello, M. (2004). A review of Human Language and Our Reptilian Brain by Daniel Lieberman. *Language*, 80, 325-327.
- Tomasello, M. (2004). Syntax or semantics? A Response to Lidz et al. *Cognition*, 93, 139-140.
- Tomasello, M. & Call, J. (2004). The role of humans in the cognitive development of apes revisited. *Animal Cognition*, 7, 213-15.
- ◆ Reprinted in R. Caballero (Ed.), *From Neurons to Culture*. NCA, Mexico.
- 2005 Rakoczy, H., Tomasello, M., & Striano, T. (2005). On tools and toys: How children learn to do pretense and instrumental actions with virgin objects. *Developmental Science*, 8, 57-72.
- Tomasello, M. & Carpenter, M. (2005). The emergence of social cognition in three young chimpanzees. *Monographs of the Society for Research in Child Development*. 70, no. 279
- Diessel, H. & Tomasello, M. (2005). Particle placement in early child language. *Corpus Linguistics and Linguistic Theory*, 1, 89-111.
- Carpenter, M., Call, J., & Tomasello, M. (2005). 12- and 18-month-olds copy actions in terms of goals. *Developmental Science*, 8, F13-20.
- Behne, T., Carpenter, M., Call, J., Tomasello, M. (2005). Unwilling versus unable? Infants' understanding of intentional action. *Developmental Psychology*, 41, 328-37.
- Wittek, A. & Tomasello, M. (2005). German-speaking children's productivity with syntactic constructions and case morphology: Local cues help locally. *First Language*, 25, 103-125.
- Carpenter, M., Tomasello, M., & Striano, T. (2005). Role reversal imitation in 12 and 18 month olds and children with autism. *Infancy*, 8, 253-278.
- Kaminski, J., Riedel, J., Call, J. & Tomasello, M. (2005). Domestic goats (*Capra hircus*) follow gaze direction and use some cues in an object choice task. *Animal Behaviour*, 69, 11-18.
- Matthews, D., Lieven, E., Theakston, A., & Tomasello, M. (2005). The role of frequency in the acquisition of English word order. *Cognitive Development*, 20, 121-136.
- Behne, T., Carpenter, M., & Tomasello, M. (2005). One-year-olds comprehend the communicative intentions behind gestures in a hiding game. *Developmental Science*, 8, 492 - 499.
- Pika, S., Liebal, K., & Tomasello, M. (2005). Gestural communication in bonobos. *American Journal of Primatology*, 65, 39-61.
- Riches, N., Tomasello, M., Conti-Ramsden, G. (2005). Verb learning in children with SLI: Frequency and spacing effects. *J. of Speech, Language, & Hearing Research*, 48, 1397 - 1411.
- Wittek, A. & Tomasello, M. (2005). Young children's sensitivity to listener knowledge and perceptual context in choosing referring expressions. *Applied Psycholinguistics*, 26, 541-58.
- Diessel, H. & Tomasello, M. (2005). A new look at the acquisition of relative clauses. *Language*, 81, 882 - 906.
- Kemp, N., Lieven, E., & Tomasello, M. (2005). Young children's knowledge of the determiner and adjective categories. *J. of Speech, Hearing, & Language Research*, 48, 592-610.
- Bräuer, J., Call, J., & Tomasello, M. (2005). All four great ape species follow gaze around barriers. *J. of Comparative Psychology*, 119, 145-54..

- Call, J., Carpenter, M., & Tomasello, M. (in 2005). Focusing on outcomes and focusing on actions in the process of social learning: chimpanzees and human children. *Animal Cognition*, 8, 151-163.
- Tomasello, M., Carpenter, M., Call, J., Behne, T., & Moll, H. (2005). Understanding and sharing intentions: The origins of cultural cognition. *Behavioral and Brain Sciences*, 28, 675 - 691.
- ◆ *Translation into Hungarian Pszichological Szemle Konyutar, (2007) 11, 61-106.*
 - ◆ *Translated & reprinted in C. Tewes & K. Vieweg (Eds.). Natur und Geist. Akademie Verlag, 2011.*
- Tomasello, M., Carpenter, M., Call, J., Behne, T., & Moll, H. (2005). In search of the uniquely human: Response to commentaries. *Behavioral and Brain Sciences*, 28, 721 - 727.
- Tomasello, M. (2005). Uniquely human cognition is a product of human culture. In S. Levinson & Pierre Jaisson (Eds.), *Evolution and Culture*. MIT Press.
- Tomasello, M. (2005). Beyond formalites: The case of language acquisition. *The Linguistic Review*, 22, 167-181.
- Hare, B., & Tomasello, M. (2005). Human-like social skills in dogs? *Trends in Cognitive Science*, 9, 439-444.
- Hare, B., & Tomasello, M. (2005). Response: The emotional reactivity hypothesis and cognitive evolution. *Trends in Cognitive Science*, 9, 464-465.
- Tomasello, M. & Carpenter, M. (2005). Intention-reading and imitative learning. In S. Hurley & N. Chater (Eds.), *New Perspectives on Imitation*. Oxford University Press.
- Call, J. & Tomasello, M. (2005). Reasoning and thinking in nonhuman primates. In Holyoak & Morrison (Eds.), *Cambridge Handbook of Thinking and Reasoning*. Cambridge University Press.
- Rakoczy, H., Striano, T., & Tomasello, M. (2005). How children turn objects into symbols: A cultural learning account. In L. Namy (Ed.), *Symbol Use and Symbolic Understanding*. Lawrence Erlbaum.
- Pika, S., Liebal, K., Call, J., & Tomasello, M. (2005). Gestural communication of apes. *Gesture*, 5, 41 - 56.
- ◆ *Reprinted in K. Liebal & C. Mueller (Eds.), Gestural communication in nonhuman and human primates. John Benjamins, 2007.*
- Call, J., & Tomasello, M. (2005). What do chimpanzees know about seeing revisited: An explanation of the third kind. In N. Eilan, C. Hoerl, T. McCormack, & J. Roessler (Eds.), *Issues in Joint Attention*. Oxford University Press.
- Lohmann, H., Tomasello, M., & Meyer, S. (2005). Linguistic communication and social understanding. In J. Astington & J. Baird (Eds.), *Why Language Matters for Theory of Mind*. Oxford University Press.
- Tomasello, M. (2005). Commentary on D. Everett The Grammar of the Pirrha. *Current Anthropology*, 46, 640 - 641.
- Slobin, D. & Tomasello, M. (2005). The legacy of Elizabeth Bates. *Language Learning & Development*, 1, 139-149.
- 2006 Warneken, F. & Tomasello, M. (2006). Altruistic helping in human infants and young chimpanzees. *Science*, 31, 1301 - 1303.
- Melis, A., Hare, B., & Tomasello, M. (2006). Chimpanzees recruit the best collaborators. *Science*, 31, 1297 - 1300.
- Liszkowski, U., Carpenter, M., Striano, T., & Tomasello, M. (2006). 12- and 18-month-olds point to provide information for others. *J. of Cognition and Development*, 7, 173 - 187.
- Savage, C., Lieven, E., Theakston, A., & Tomasello, M. (2006). Structural priming as implicit learning in language acquisition: The persistence of lexical and structural priming in 4-year-olds. *Language Learning and Development*, 2, 27-50.

- Jensen, K., Hare, B., Call, J., & Tomasello, M. (2006). Chimpanzees are self-regarding maximizers in a food acquisition task. *Proceedings of the Royal Society*, 273, 1013 - 1021.
- Riedel, J., Buttelmann, D., Call, J., & Tomasello, M. (2006). Domestic dogs use a physical marker to locate hidden food. *Animal Cognition*, 9, 27 - 35.
- Liebal, K., Pika, S. & Tomasello, M. (2006). Gestural communication in orangutans. *Gesture*, 6, 1 - 38.
- Hare, B., Call, J., & Tomasello, M. (2006). Chimpanzees deceive a human by hiding. *Cognition*, 101, 495-514.
- Rakoczy, H., & Tomasello, M. (2006). Two-year-olds grasp the intentional structure of pretense acts. *Developmental Science*, 9, 557-564.
- Kidd, E., Lieven, E., & Tomasello, M. (2006). Examining the role of lexical frequency in children's acquisition of sentential complements. *Cognitive Development*, 21, 93 - 107.
- Melis, A., Call, J., & Tomasello, M. (2006). Chimpanzees conceal visual and auditory information from others. *J. of Comparative Psychology*, 120, 154-162.
- Rakoczy, H., Tomasello, M., & Striano, T. (2006). The role of experience and discourse in children's developing understanding of pretend play. *British J. of Developmental Psychology*, 24, 305-335.
- Moll, H., Koring, C., Carpenter, M., & Tomasello, M. (2006). Infants determine others' focus of attention by pragmatics and exclusion. *J. of Cognition & Development*, 7, 411-430.
- Ambridge, B., Theakston, A., Lieven, E., & Tomasello, M. (2006). The distributed learning effect for children's acquisition of an abstract syntactic construction. *Cognitive Development*, 21, 174-93..
- Bräuer, J., Kaminski, J., Call, J., & Tomasello, M. (2006). Making inferences about the location of hidden food: Social dog - Causal ape. *J. of Comparative Psychology* 120, 38-47.
- Warneken, F., Chen, F., & Tomasello, M. (2006). Cooperative activities in young children and chimpanzees. *Child Development*, 77, 640-663.
- ◆ **Dissertation (from which this came): SRCD Dissertation Prize.**
- Schwier, C., van Maanen, C., Carpenter, M. & Tomasello, M. (2006). Rational imitation in 12-month-old infants. *Infancy*, 10, 303-311.
- Kaminski, J., Call, J., & Tomasello, M. (2006). Goats' behaviour in a competitive food paradigm. *Behaviour*, 143, 1341-56.
- Herrmann, E., Melis, A., & Tomasello, M. (2006). Apes' use of iconic cues in the object choice task. *Animal Cognition*, 9, 118-130.
- Herrmann, E. & Tomasello, M. (2006). Apes' and children's understanding of cooperative and competitive motives in a communicative situation. *Developmental Science*, 9, 518-529.
- Moll, H. & Tomasello, M. (2006). Level 1 perspective-taking at 24 months of age. *British J. of Developmental Psychology*, 24, 603-613.
- Melis, A., Hare, B., & Tomasello, M. (2006). Engineering cooperation in chimpanzees: tolerance constraints on cooperation. *Animal Behaviour*, 72, 275-86.
- Ambridge, B., Rowland, C., Theakston, A., & Tomasello, M. (2006). Comparing different accounts of auxiliary inversion errors. *Journal of Child Language*, 33, 519-557
- Tennie, C., Call, J., & Tomasello, M. (2006). Push or pull: emulation versus imitation in great apes and human children. *Ethology*, 112, 1159-69.
- Bräuer, J., Call, J., & Tomasello, M. (2006). Are apes really inequity averse? *Proceedings of Royal Society B*, 273, 3123-3128.

- Matthews, D., Lieven, E., Theakston, A., & Tomasello, M. (2006). The effect of perceptual availability and prior discourse on young children's use of referring expression. *Applied Psycholinguistics*, 27, 403 - 422..
- Tomasello, M. (2006). Acquiring linguistic constructions. In D. Kuhn & R. Siegler (Eds.), *Handbook of Child Psychology*. New York: Wiley.
- ◆ **Redacted and reprinted in W. Damon & R. Lerner (Eds.) (2008), *Child and Adolescent Development, An Advanced Course*. Wiley.**
- Abbot-Smith, K. & Tomasello, M. (2006). Exemplar-learning and schematization in a usage-based account of syntactic acquisition. *The Linguistic Review*, 23, 275-290.
- Hare, B. & Tomasello, M. (2006). Behavioral genetics of dog cognition: human-like social skills in dogs are heritable and derived. In E. Ostrander (Ed.), *The Dog and its Genome*. Cold Spring Harbor Laboratory Press.
- Tomasello, M. (2006). The social-cognitive bases of language development. In K. Brown (Ed.) *Encyclopedia of Language & Linguistics* (2nd ed.). Elsevier .
- ◆ **Translated & reprinted in R. Funke & M. Januschel (Eds.), *Denken über Sprechen* (2008). Flensburg University Press**
- Tomasello, M. (2006). Why don't apes point? N. Enfield & S. Levinson (Eds.), *Roots of Human Sociality*. Wenner-Grenn.
- ◆ **Reprinted in R. Eckhardt (Ed.), (2008) *Variation, Selection, Development: The evolutionary model of language change*. Berlin: Mouton.**
- Tomasello, M. (2006). Construction Grammar for kids. *Constructions*, 1, pp. 1-11.
- ◆ **Translated and reprinted in K. Fischer & A. Stefanowitsch (Eds.) (2006) *Konstruktionsgrammatik*, Staffenburg Verlag.**
- ◆ **Translated and reprinted in L. Hoffmann (Ed.), *Sprachwissenschaft: Ein Reader*. DeGruyter.**
- Childers, J. & Tomasello, M. (2006). Are nouns easier to acquire than verbs? In K. Hirsch-Pasek & R. Golinkoff (Eds.), *Action meets word: How children learn verbs*. Oxford U. Press.
- Tomasello, M. (2006). Conventions are shared (commentary on Millikan, *Language: A biological model*). *Philosophy of Mind Review*. (online)
- Tomasello, M. & Call, J. (2006). Do chimpanzees know what others see – or only what they are looking at? In S. Hurley & M. Nudds (Eds.), *Rational Animals?* Oxford University Press.
- Call, J. & Tomasello, M. (2006). Primate gestural communication. In K. Brown (Ed.), *Encyclopedia of language and linguistics*. Amsterdam: Elsevier.
- 2007 Herrmann, E., Call, J., Hernández-Lloreda, M., Hare, B., & Tomasello, M. (2007). Humans have evolved specialized skills of social cognition: The cultural intelligence hypothesis. *Science*, 317, 1360-1366.
- Jensen, K., Call, J., & Tomasello, M. (2007). Chimpanzees are rational maximizers in an ultimatum game. *Science*, 318, 107-109.
- ◆ **Reprinted in S. Shettleworth (Ed), *Fundamentals of Comparative Cognition*. Oxford U. Press.**
- Grassman, S. & Tomasello, M. (2007). Two-year-olds use primary sentence accent to learn new words. *J. of Child Language*, 34, 677-687..
- Jensen, K., Call, J., & Tomasello, M. (2007). Chimpanzees are vengeful but not spiteful. *Proceedings of the National Academy of Sciences*, 104, 13046-13050.
- Rakoczy, H., Warneken, F., & Tomasello, M. (2007). Three-year-olds know that two people can have mutually incompatible desires. *Cognitive Development* 22, 47-68.
- Lizskowski, U., Carpenter, M., & Tomasello, M. (2007). Pointing out new news, old news, and absent referents at 12 months of age. *Developmental Science*, 10, F1-F7.
- Moll, H., & Tomasello, M. (2007). How 14- and 18- month-olds know what others have experienced. *Developmental Psychology*, 43, 309-317.

- Okamoto-Barth, S., Call, J., & Tomasello, M. (2007). Great apes' understanding of others' line of sight. *Psychological Science, 18*, 462-468.
- Matthews, D., Lieven, E., & Tomasello, M. (2007). How toddlers and preschoolers learn to uniquely identify referents for others: A training study. *Child Development, 78*, 1744-59.
- Tomasello, M., Hare, B., Lehmann, H., & Call, J. (2007). Reliance on head versus eyes in the gaze following of great apes and human infants: The cooperative eye hypothesis. *Journal of Human Evolution, 52*, 314-320.
- Warneken, F. & Tomasello, M. (2007). Helping and cooperation at 14 months of age. *Infancy, 11*, 271-94.
- Bräuer, J., Call, J., & Tomasello, M. (2007). Chimpanzees really do know what others can see in a competitive situation. *Animal Cognition, 10*, 439-448.
- Matthews, D., Lieven, E., Theakston, A., & Tomasello, M. (2007). Acquiring word order in French. *Journal of Child Language, 34*, 381-409.
- Lizskowski, U., Carpenter, M., & Tomasello, M. (2007). Reference and attitude in infant pointing. *Journal of Child Language, 34*, 1-20.
- Warneken, F., Hare, B., Melis, A., Hanus, D., & Tomasello, M. (2007). Spontaneous altruism by chimpanzees and young children. *PLOS Biology, 5*(7), e184.
- Moll, H., Carpenter, M., & Tomasello, M. (2007). 14-month-old infants understand others' visual experiences only in joint engagement. *Developmental Science, 10*, 826 - 835.
- Buttelmann, D., Carpenter, M., Call, J., & Tomasello, M. (2007). Enculturated chimpanzees imitate rationally. *Developmental Science, 10*, F31-38
- ◆ **Developmental Science Early Career Researcher Prize for David Buttelmann**
- Kidd, E., Brandt, S., Lieven, E., & Tomasello, M. (2007). Object relatives made easy: Cross-linguistic comparison of the constraints influencing young children's processing of relative clauses. *Language and Cognitive Processes, 22*, 860-897.
- Tomasello, M. & Carpenter, M. (2007). Shared intentionality. Special issue of *Developmental Science, 10*, 121-125..
- ◆ **Translated and reprinted in H. Keller (Ed.), *Handbuch der Kleinkindforschung*. Huber Verlag.**
- ◆ **Translated and reprinted in L. Hoffman (Ed.), *Die Matrix der menschlichen Entwicklung*. De Gruyter.**
- ◆ **Translated and reprinted in A. Heinz & A. Kluge, *Einwanderung*. Campus Verlag.**
- Tomasello, M., Carpenter, M., & Lizskowski, U., (2007). A new look at infant pointing. *Child Development, 78*, 705-22.
- ◆ **Reprinted in F. Liedtke (Ed.), *Beyond the Words*. Mouton.**
- Call, J. & Tomasello, M. (Eds.) (2007). *The Gestural Communication of Apes and Monkeys*. Erlbaum.
- Wyman, E. & Tomasello, M. (2007). The ontogenetic origins of human cooperation. In L. Barrett & R. Dunbar, *Handbook of Evolutionary Psychology*.
- Moll, H., & Tomasello, M. (2007). Co-operation and human cognition: The Vygotskian intelligence hypothesis. *Philosophical Transactions of the Royal Society, 362*, 639-648.
- ◆ **Reprinted in N. Emery, N. Clayton, & C. Frith (Eds.), (2007) *Social Intelligence: From brain to culture*. Oxford University Press.**
- Tomasello, M. (2007). If they're so good at grammar, then why don't they talk? Hints from apes' and humans' use of gestures. *Language Learning and Development, 3*, 1-24.
- Tomasello, M. (2007). Cognitive Linguistics and first language acquisition. In D. Geeraerts & H. Cuyckens, (Eds.), *Oxford Handbook of Cognitive Linguistics*. Oxford University Press.
- Rakoczy, H., & Tomasello, M. (2007). The ontogeny of social ontology: Steps to shared intentionality and status functions. In S. Tsahuridu (Ed.), *John Searle and the Construction of Social Reality*. Springer Verlag.

- Tomasello, M. (2007). Co-operation and communication in the second year of life. *Child Development Perspectives*, 1, 8 - 12.
- ◆ Reprinted in Junn & Boyatsis, *Child Growth and Development*. Wiley-Blackwell.
 - ◆ Reprinted in C. Baraldi (Ed.), *Hybrids and Visions in the Study of Culture*. Davies Publishers: Aurora, CO.
 - ◆ Translated and reprinted in R. Braches (Ed.), *Handbuch fuer Frue Kindheit*. Budrich Verlag
 - ◆ Translated and reprinted in G. Gebauer (Ed.), *Sprachen der Emotion*. Campus Verlag
 - ◆ Translated and reprinted in H. Keller (Ed.), *Handbuch der Kleinkindforschung*. Huber Verlag
- Tomasello, M. (2007). For human eyes only. *New York Times Op-Ed*, January 13, 2007.
- 2008 Abbot-Smith, K., Lieven, E., & Tomasello, M. (2008). Graded representations in the acquisition of English and German transitive constructions. *Cognitive Development*, 23, 48-66
- Behne, T., Carpenter, M., Gräfenhain, M., Liebal, K., Liszkowski, U., Moll, H., et al. (2008). Cultural learning and cultural creation. In U. Müller, J. I. M. Carpendale, N. Budwig & B. Sokol (Eds.), *Social life and social knowledge: Toward a process of development* (pp. 65-102). New York: Lawrence Erlbaum Associates.
- Brandt, S., Diessel, H., Tomasello, M. (2008). The acquisition of German relative clauses: A case study. *J. of Child Language*, 35(2), 325-349.
- Bräuer, J., Call, J., & Tomasello, M. (2008). Chimpanzees do not take into account what others can hear in a competitive situation. *Animal Cognition*, 11, 175-178
- Buttelmann, D., Call, J., & Tomasello, M. (2008). Apes use foraging cues to find hidden food. *Animal Cognition*, 11, 117- 128.
- Buttelmann, D., Carpenter, M., Call, J., & Tomasello, M. (2008). Rational tool use and tool choice in human infants and great apes. *Child Development*, 79, 609-626.
- Call, J. & Tomasello, M. (2008). Do chimpanzees have a theory of mind: 30 years later. *Trends in Cognitive Science*, 12, 187-192.
- ◆ Reprinted in S. Schleidgen et al. (Eds.), *Human Nature and Self Design*.
- Chang, F., Lieven, E., & Tomasello, M. (2008). Toward a quantitative evaluation measure of syntactic theories. *Cognitive Systems Research*, 9, 198-213.
- Dabrowska, E., & Tomasello, M. (2008). Rapid learning of an abstract language-specific category: Polish children's acquisition of the instrumental construction. *Journal of Child Language*, 35, 533 - 558.
- Dittmar, M., Abbot-Smith, K., Lieven, E., & Tomasello, M. (2008). Young German children's early syntactic competence: A preferential looking study. *Developmental Science*, 11, 575-82.
- Dittmar, M., Abbot-Smith, K., Lieven, E., & Tomasello, M. (2008). Comprehension of case marking and word order cues by German children. *Child Development*, 79, 1152 - 1167.
- Goodman, M. & Tomasello, M. (2008). Baby Steps on the Road to Society: Shared Intentionality in Second Year of Life. *Zero to Three*, May, 21-25.
- Herrmann, E., Call, J., Hernández-Lloreda, M., Hare, B., & Tomasello, M. (2008). Response to de Waal et al. *Science*, 319, 569.
- Jensen, K., Call, J., & Tomasello, M. (2008). Response to Visalberghi & Anderson. *Science*, 319, 284.
- Kaminski, J., Call, J., & Tomasello, M. (2008). Chimpanzees know what others know, but not what they believe. *Cognition*, 109, 224-34.
- Liebal, K., Colombi, C., Rogers, S. J., Warneken, F., & Tomasello, M. (2008). Helping and cooperation in children with autism. *Journal of Autism and Developmental Disorders*, 38, 224-238.
- Lieven, E. & Tomasello, M. (2008). Children's first language acquisition from a usage-based perspective In N. Ellis (Ed.), *Handbook of Cognitive Linguistics and Second Language Acquisition*. Routledge.

- Liszkowski, U. , Albrecht, K., Carpenter, M., Tomasello, M. (2008). Twelve-and 18-month-olds' visual and auditory communication when a partner is or is not visually attending. *Infant Behavior and Development*, 31, 157-167.
- Liszkowski, U. , Carpenter, M., Tomasello, M. (2008). Twelve-month-olds communicate helpfully and appropriately for knowledgeable and ignorant partners. *Cognition*, 108, 732-39.
- Matthews, D. & Tomasello, M. (2008). Grammar. In M. Haith & J, Bensen (Eds.), *Encyclopedia of Infant and Early Childhood Development*. Academic Press.
 ♦ **Reprinted in Benson & Haith (Eds.), Learning, Memory, and Cognition in Infancy. Elsevier.**
- Melis, A., Hare, B., & Tomasello, M. (2008). Do chimpanzees reciprocate received favors? *Animal Behaviour*, 76, 951-962.
- Moll, H., Richter, N., Carpenter, M., & Tomasello, M. (2008). 14-month-olds know what "we" have shared in a special way. *Infancy*, 13, 90-101.
- Rakoczy, H. & Tomasello, M. (2008). Kollektive Intentionalität und kulturelle Entwicklung. *Deutsche Zeitschrift für Philosophie*, 56, 401-410.
 ♦ **Reprinted in Schmid, H. (Ed.), Kollektiv Intentionalität, Suhrkamp.**
- Rakoczy, H., Warneken, F., & Tomasello, M. (2008). The sources of normativity: Young children's awareness of the normative structure of games. *Developmental Psychology*, 44, 875-81.
- Riedel, J., Schumann, K., Kaminski, J., Call, J. & Tomasello, M. (2008). The early ontogeny of human-dog communication. *Animal Behaviour*, 75, 1003-14
- Tennie, C., Hedwig, D., Call, J., & Tomasello, M. (2008). An experimental study of nettle feeding in captive gorillas. *American Journal of Primatology*, 70, 584–593.
- Tolar, Y., Ledebeg, A., Gokhale , S., & Tomasello, M. (2008). Spontaneous recognition of iconic signs in 2.5 to 5-year-olds: The roles of language and gesture type. *Journal of Deaf Studies*, 13, 225-240.
- Tomasello, M. (2008). *Origins of Human Communication*. MIT Press.
 ♦ **Translated into German, Italian, Japanese, Chinese Traditional, Chinese Simplified, Russian, Arabic, Korean**
 ♦ **Eleanor Maccoby Book Award, American Psychological Association.**
 ♦ **Chapter 1 reprinted in A. Goldberg (Ed.) Readings in Construction Grammar. Cambridge University Press.**
 ♦ **Excerpts reprinted in Y. Milev (Ed.) Design Anthropology. Peter Lang.**
- Tomasello, M. (2008). Was ist der Mensch(enaffe)? In *Was ist der Mensch?* (edited by Ganten et al.). Berlin: Mouton de Gruyter.
 ♦ **Reprinted in Nuans (Ed.). Apogee: A compilation of solitude.**
- Tomasello, M. (2008). How are humans unique? *New York Times Magazine*, May 25, 2008.
 ♦ **Reprinted in Japanese High School textbook.**
- Tomasello, M. & Call, J. (2008). Assessing the validity of ape-human comparisons: A reply to Boesch. *Journal of Comparative Psychology*, 122, 449-52.
- Tomasello, M. & Warneken, F. (2008). Share and share alike. *Nature*, 454, 1057-58.
- Warneken, F. & Tomasello, M. (2008). Cognition for culture. To appear in: *Cambridge Handbook of Situated Cognition*. Eds.: Robbins, P. & Aydede, M. Cambridge University Press.
- Warneken, F. & Tomasello, M. (2008). Extrinsic rewards undermine altruistic tendencies in 20-month-olds. *Developmental Psychology*, 44, 1785-88.
- 2009 Bannard, C., Lieven, E., & Tomasello, M. (2009). Modeling children's early grammatical knowledge. *Proceedings of the National Academy of Sciences*, 106, 17284-17289.
- Brandt, S., Kidd, E., Lieven, E. & Tomasello, M. (2009). The Discourse Bases of Relativization: An investigation of young German and English-speaking children's comprehension of relative clauses. *Cognitive Linguistic*, 20, 539-570..

- Bräuer, J., Call, J., & Tomasello, M. (2009). Are apes inequity averse? New data on the token-exchange paradigm. *American Journal of Primatology* 71, 175–181.
- Buttelmann, D., Call, J., & Tomasello, M. (2009). Do great apes use emotional expressions to infer desires? *Developmental Science*, 12, 688-699.
- Buttelmann, D., Carpenter, M., & Tomasello, M. (2009). Eighteen-month-olds show false belief understanding in an active helping paradigm. *Cognition*, 112, 337-42.
- Chan, A., Lieven, E., & Tomasello, M. (2009). Children's understanding of the agent-patient relations in the transitive construction: Cross-linguistic comparisons between Cantonese, German, and English. *Cognitive Linguistics*, 20, 267-300.
- Colombi, C., Liebal, K., Tomasello, M., Young, G., Warneken, F., Rogers, S. J. (2009) Examining correlates of cooperation in autism. Imitation, joint attention, and understanding intentions. *Autism*, 13, 143–163
- Graefenhain, M., Behne, T., Carpenter, M., & Tomasello, M. (2009). One-year-olds understanding of nonverbal gestures directed to a third person.. *Cognitive Development*, 24, 23-33.
- Graefenhain, M., Behne, T., Carpenter, M., & Tomasello, M. (2009). Young children's understanding of joint commitments. *Developmental Psychology*, 45, 1430-43.
- Grassmann, S., Stracke, M., & Tomasello, M. (2009). 2-year-olds Exclude Whole Object Labels Based on Pragmatics. *Cognition*, 112, 488-93.
- Ibbotson, P. & Tomasello, M. (2009). Prototype Constructions in Early Language Acquisition 284. *Language and Cognition*, 1, 59-85.
- Kaminski, J., Bräuer, J., Call, J. & Tomasello, M. (2009). Domestic dogs are sensitive to a human's visual perspective. *Behaviour*, 146, 979-98.
- Kaminski, J., Tempelmann, S., Call, J., & Tomasello, M. (2009). Domestic dogs comprehend human communication with iconic signs. *Developmental Science*, 12, 831-837.
- Kirjavainen, M., Theakston, A., Lieven, E., Tomasello, M. (2009). I want hold Postman Pat; An investigation into the acquisition of infinitival marker 'to'. *First Language*, 29, 313-39.
- Kirschner, S., & Tomasello, M. (2009). Joint drumming: social context facilitates synchronization in pre-school children. *J. of Experimental Child Psychology*, 102, 299-314.
- Krachun, C., Carpenter, M., Call, J., and Tomasello, M. (2009). A competitive, nonverbal false belief task for children and apes. *Developmental Science*, 12, 521-35.
- Krachun, C., Call, J., and Tomasello, M. (2009). Can chimpanzees (*Pan troglodytes*) discriminate appearance from reality? *Cognition*, 112, 435-50.
- Liebal, K., Behne, T., Carpenter, M., & Tomasello, M. (2009). Infants use shared experience to interpret pointing gestures. *Developmental Science*, 12, 264-71.
- Liebal, K. & Tomasello, M. (2009). Infants appreciate the social intention behind a pointing gesture: A commentary on Aureli et al. *Cognitive Development*, 24, 13-15.
- Lieven, E., Salomo, D., & Tomasello, M. (2009). Two-year-old children's production of multiword utterances: A usage-based analysis. *Cognitive Linguistics*, 20, 481-507.
- Liszkowski, U. , Schaefer, M., Carpenter, M., Tomasello, M. (2009). Prelinguistic infants, but not chimpanzees, communicate about absent entities. *Psychological Science*, 20, 654-60.
- Matsui, T., Rakoczy, H., & Tomasello, M. (2009). Understanding of speaker certainty and false belief reasoning: A comparison of Japanese and German preschoolers. *Developmental Science*, 12, 602-13.
- Matthews, D.E., Lieven, E., Theakston A.L., & Tomasello, M. (2009). Pronoun co-referencing errors: challenges for generativist and usage-based accounts. *Cognitive Linguistic*, 20, 597-624.
- Melis, A., Hare, B., & Tomasello, M. (2009). Chimpanzees coordinate in a negotiation game. *Evolution and Human Behavior*, 30, 381-92.

- Rakoczy, H., Brosche, N., Warneken, F. & Tomasello, M. (2009). Young children's understanding of the context relativity of normative rules in conventional games. *British J. of Developmental Psychology*, 27, 445-56.
- Rakoczy, H., Warneken, F., & Tomasello, M. (2009). Young children's selective learning of rule games from reliable and unreliable models. *Cognitive Development*, 24, 61-69.
- Rakoczy, H., & Tomasello, M. (2009). Done wrong or said wrong? Young children distinguish the directions-of-fit of different speech acts normatively. *Cognition*, 113, 205-212.
- Tennie, C., Call, J., & Tomasello, M. (2009). Ratcheting up the ratchet: On the evolution of cumulative culture. *Philosophical Transactions of the Royal Society, B*, 364, 2405-15.
- Tomasello, M. (2009). *Why we co-operate*. Boston Review: MIT Press.
- ◆ *Translated into Italian, Japanese, German, Spanish, French, Hungarian, Korean, Swedish, Polish, Chinese*
 - ◆ *Also published in S. Young (Ed.), The Tanner Lectures on Human Values. U. of Utah Press.*
- Tomasello, M. (2009). Postscript: Chimpanzee cultures, 2007. In B. Galef & K. Laland (Eds.), *The Question of Animal Culture*. Academic Press.
- Tomasello, M. (2009). The usage-based theory of language acquisition. In E. Bavin (Ed.), *Handbook of Child Language*. Cambridge U. Press.
- ◆ *Reprinted in A. Goldberg (Ed.), Readings in Construction Grammar. Cambridge U. Press.*
 - ◆ *Translated into Russian and reprinted in Language and Thought: Contemporary Cognitive Linguistics (A. Kibrik et al., Eds). Moscow: Language of Slavic Culture.*
- Tomasello, M. (2009). Society need not be selfish (Review of F. de Waal, 2009). *Nature*, 481, 41.
- Tomasello, M. & Kaminski, J. (2009). Like infant, like dog. *Science*, 325, 12-13.
- Tomasello, M. (2009). Universal grammar is dead. Commentary for *Behavioral and Brain Sciences.*, 32, 470-71.
- Tomasello, M. & Brandt, S. (2009). Flexibility and productivity in early verb use. *Commentary for the SRCD Monographs. Volume 74*.
- Vaish, A., Carpenter, M., & Tomasello, M. (2009). Sympathy through affective perspective-taking and its relation to prosocial behavior in toddlers. *Developmental Psychology*, 45, 534-43.
- ❖ *Reprinted in M. Killen & R. Coplan (Eds.), (2010) Social Development in Childhood and Adolescence. Wiley-Balckwell.*
 - ◆ *Dissertation (from which this came): SRCD Dissertation Prize.*
- Warneken, F. & Tomasello, M. (2009). Roots of human altruism. *British Journal of Psychology*, 100, 455-71.
- Warneken, F. & Tomasello, M. (2009). Varieties of altruism in children and chimpanzees. *Trends in Cognitive Science*, 13, 397-402.
- Wobber, V., Hare, B., Wrangham, R., & Tomasello, M. (2009). Breed differences in domestic dogs' (*Canis familiaris*) comprehension of human communicative signals. *Interaction Studies*, 10, 206-224.
- Wyman, E., Rakoczy, H., & Tomasello, M. (2009). Young children understand multiple pretend identities in their object play. *British J. of Developmental Psychology*, 27(2), 385-404.
- Wyman, E., Rakoczy, H., & Tomasello, M. (2009). Normativity and context in young children's pretend play. *Cognitive Development*, 24(2), 146-55.
- 2010 Abbot-Smith, K. & Tomasello, M. (2010). The influence of frequency and semantic similarity on how children learn grammar. *First Language*, 30(1), 79-101.
- Brandt, S., Lieven, E., & Tomasello, M. (2010). Development of word order in German complement-clause constructions: Effects of input frequencies, lexical items, and discourse function. *Language*, 86(3), 583-610.

- Chan, A., Meints, K., Lieven, E., & Tomasello, M. (2010). Young children's comprehension of English SVO word order revisited: Testing the same children in act-out and intermodal preferential looking tasks. *Cognitive Development, 25*(1), 30-45.
- Grassmann, S., & Tomasello, M. (2010). Young children follow pointing over words in interpreting acts of reference. *Developmental Science, 13*, 252-263.
- Grassmann, S. & Tomasello, M. (2010). Prosodic stress on a word directs 24-month-olds' attention to a contextually new referent. *Journal of Pragmatics, 42*(11), 3098-3105.
- Greenberg, J.R., Hamann, K., Warneken, F., & Tomasello, M. (2010). Chimpanzee helping in collaborative and noncollaborative contexts. *Animal Behaviour, 80*(5), 873-880.
- Grosse, G., Behne, T., Carpenter, M., & Tomasello, M. (2010). Infants communicate in order to be understood. *Developmental Psychology, 46*(6), 1710-22.
- Grosse, G., Moll, H., & Tomasello, M. (2010). 21-month-olds understand the cooperative logic of requests. *Journal of Pragmatics, 42*(12), 3377-3383.
- Hare, B., Rosati, A., Kaminski, J., Bräuer, J., Call, J., & Tomasello, M. (2010). The domestication hypothesis for dogs' skills with human communication: A response to Udell et al. (2008) and Wynne et al. (2008). *Animal Behaviour, 79*, e1-e6.
- Herrmann, E., Hare, B., Call, J., & Tomasello, M. (2010). Differences in the cognitive skills of bonobos and chimpanzees. *PLOS, One, e-12438*.
- Herrmann, E., Call, J., Hernández-Lloreda, M., Hare, B., & Tomasello, M. (2010). The structure of individual differences in the cognitive abilities of children and chimpanzees. *Psychological Science, 21*, 102-110.
- Jensen, K. & Tomasello, M. (2010). Punishment. In M. Breed & J. Moore (Eds.), *Encyclopedia of Animal Behavior*. Academic Press.
- Kidd, E., Lieven, E., & Tomasello, M. (2010). Lexical frequency and exemplar-based learning effects in language acquisition: Evidence from sentential complements. *Language Sciences, 32*, 132-142.
- Kirschner, S., & Tomasello, M. (2010). Joint music making promotes prosocial behavior in 4-year-old children. *Evolution and Human Behavior 31*(5), 354-364.
- Krachun, C., Carpenter, M., Call, J., & Tomasello, M. (2010). A new change-of-contents false belief test: Children and Chimpanzees compared. *International Journal of Comparative Psychology, 23*, 145-165
- Liebal, K., Carpenter, M., & Tomasello, M. (2010). Infants' use of shared experience in declarative pointing. *Infancy, 15*, 545-56.
- Matthews, D., Lieven, E., Tomasello, M. (2010) What's in a manner of speaking? Children' sensitivity to partner-specific referential precedents. *Developmental Psychology, 46*, 749-760.
- Melis, A., Call, J., & Tomasello, M. (2010). 36-month-olds conceal visual and auditory information from others. *Developmental Science, 13*, 429-439.
- Moll, H., & Tomasello, M. (2010). Infant Cognition. *Current Biology, 20*, R872-R875.
- Rakoczy, H., Hamann, K., Warneken, F., & Tomasello, M. (2010). Bigger knows better? Young children selectively learn rule games from adults rather than from peers. *British Journal of Developmental Psychology, 28*, 785-798.
- Salomo, D., Lieven, E., & Tomasello, M. (2010). Young children's sensitivity to new and given information when answering predicate-focus questions. *Applied Psycholinguistics, 31*, 101-115.
- Seed, A., & Tomasello, M. (2010). Primate Cognition. *Topics in Cognitive Science, 2*, 407-419
- Tennie, C., Call, J., & Tomasello, M. (2010). Evidence for emulation in chimpanzees in social settings using the floating peanut task. *PLoS ONE 5*(5), e10544

- Tomasello, M. (2010). Language development. In U. Goswami (Ed.), *Blackwell Handbook of Childhood Cognitive Development*. Blackwell: Cambridge.
- Tomasello, M. & Call, J. (2010). Chimpanzee social cognition. In E. Lonsdorf & S. Ross (Eds.). *The chimpanzee mind*. U. of Chicago Press.
- Tomasello, M. & Herrmann, E. (2010). Ape and human cognition: What's the difference? *Current Directions in Psychological Research*, 19, 3-8.
- Tomasello, M. & Moll, H. (2010). The gap is social: Human shared intentionality and culture. In: P. Kappeler (Ed.). *Mind the Gap – Tracing the Origins of Human Universals*. Springer.
- Vaish, A., Carpenter, M., & Tomasello, M. (2010). Young children selectively avoid helping people with harmful intentions. *Child Development*, 81, 1661-1669.
- Whiten, McGrew, Aiello, Boesch, Boyd, Byrne, Dunbar, Matsuzawa, Silk, Tomasello, van Schaik, Wrangham. (2010). Studying extant species to model our past. Letter to *Nature*, 327, 410.
- 2011 Brandt, S., Verhagen, A., Lieven, E., & Tomasello, M. (2011). German children's productivity with simple transitive and complement-clause constructions: Testing the effects of frequency and variability. *Cognitive Linguistics*, 22, 325-357.
- Bullinger, A., Melis, A., & Tomasello, M. (2011). Chimpanzees prefer individual over cooperative strategies toward goals. *Animal Behaviour*, 82, 1135-41.
- Bullinger, A., Wyman, E., Melis, A., & Tomasello, M. (2011) Chimpanzees coordinate in a Stag Hunt game. *International Journal of Primatology*, 32, 1296-1310.
- Bullinger, A., Zimmerman, F., Kaminski, J. & Tomasello, M. (2011). Different social motives in the gestural communication of chimpanzees and human children. *Developmental Science*, 14(1), 58-68.
- Callaghan, T., Moll, H., Rakoczy, H., Warneken, F, Liszkowski, U. Behne, T. & Tomasello, M. (2011). Early social cognition in three cultural contexts. *Monographs of the Society for Research in Child Development*, 76, no. 2, p. 1-142.
- Dittmar, M., Abbot-Smith, K., Lieven, E., & Tomasello, M. (2011). 2;1-year-olds use transitive syntax to make a semantic-role interpretation in a pointing task. *Journal of Child Language*, 38, 1109-24.
- Grünloh, T., Lieven, E., & Tomasello, M. (2011). German children use prosody to identify participant roles in transitive sentences. *Cognitive Linguistics*, 22, 393-419.
- Hamann, K., Warneken, F., Greenberg, J., & Tomasello, M. (2011). Collaboration encourages equal sharing in children but not chimpanzees. *Nature*, 476, 328-331.
- Haun, D. & Tomasello, M. (2011). Conformity to peer pressure in young children. *Child Development*, 82, 1759-67.
- Herrmann, E., Hare, B., Cissewski, J., & Tomasello, M. (2011). A comparison of temperament in nonhuman apes and human children. *Developmental Science*, 14, 1393-1405.
- Ibbotson, P., Theakston, A., Lieven, E., & Tomasello, M. (2011). The role of pronoun frames in early comprehension of transitive construction in English. *Language Learning & Development*, 7, 24-39.
- Jorschick, L., Quick, A., Lieven, E., & Tomasello, M. (2011). German-English speaking children's mixed NPs with 'correct' agreement. *Bilingualism & Cognition*, 14, 173-183.
- Kaminski, J., Tennie, C., Bräuer, J., Call, J., Tomasello, M. (2011). Do dogs distinguish rational from irrational acts? *Animal Behaviour*, 81, 195-203.
- Kaminski, J., Neumann, M., Bräuer, J., Call, J., & Tomasello, M. (2011). Dogs communicate with humans to request but not to inform. *Animal Behaviour*, 82, 651-58.
- Krajewski, G., Theakston, A., Lieven, E., & Tomasello, M. (2011). How Polish children switch from one case to another when using novel nouns. Challenges for models of inflectional morphology. *Language and Cognitive Processes*, 26, 830-861.

- Liebal, K., Carpenter, M., & Tomasello, M. (2011). Young children's understanding of markedness in nonverbal communication. *J. of Child Language*, 38, 888-903.
- Liszkowski, U., & Tomasello, M. (2011). Individual differences in social, cognitive, and morphological aspects of infant pointing. *Cognitive Development*, 26, 16-29.
- Melis, A., Schneider, A., & Tomasello, M. (2011). Chimpanzees share food in the same way after individual and collaborative food acquisition. *Animal Behaviour*, 82, 485-93.
- Melis, A., Warneken, F., Jensen, K., Schneider, A., Call, J., Tomasello, M. (2011). Chimpanzees help conspecifics obtain food and non-food items. *Proceedings of the Royal Society, Biology*, 278, 1405-1413.
- Mersmann, D., Tomasello, M., Call, J., Kaminski, J., & Taborsky, M. (2011) Simple mechanisms can explain social learning in dogs (*Canis familiaris*). *Ethology*, 117 (8): 675-690.
- Moll, H., Carpenter, M., & Tomasello, M. (2011). Social engagement leads 2-year-olds to overestimate others' knowledge. *Infancy*, 16, 248-265.
- Petterson, H., Kaminski, J., Herrmann, E. (2011). Understanding of human communicative motives in domestic dogs. *Applied Animal Behaviour Science*, 133, 235-45.
- Rekers, Y., Haun, D., & Tomasello, M. (2011). Children, but not chimpanzees, prefer to forage collaboratively. *Current Biology*, 21, 1756-58.
- Rossano, F., Rakoczy, H., & Tomasello, M. (2011). Young children's understanding of violations of property rights. *Cognition*, 121, 219-227.
- Salomo, D., Graf, E., Lieven, E., & Tomasello, M. (2011). The role of perceptual availability and discourse context in young children's question-answering. *J. of Child Language*, 38, 918-931.
- Scheider, L., Grassman, S., Kaminski, J., & Tomasello, M. (2011). Domestic dogs use contextual information and tone of voice to follow a human pointing gesture. *PLOS One* 6 (7): e21676.
- Schmelz, M., Call, J., & Tomasello, M. (2011). Chimpanzees know that others make inferences. *Proceedings of the National Academy of Sciences*, 108, 17284-17289.
- Schmidt, M., Rakoczy, H., Tomasello, M. (2011). Young children attribute normativity to novel actions without pedagogy or normative language. *Developmental Science*, 14, 530-539.
- Stumper, B., Lieven, E., Bannard, C., Tomasello, M. (2011). 'Frequent frames' in German child-directed speech. *Cognitive Science*, 35, 190-205.
- Tomasello, M. (2011). Human culture in evolutionary perspective. In M. Gelfand (Ed.), *Advances in Culture and Psychology*. Oxford U. Press.
- ◆ **Translated into Italian and reprinted by Mimesis Edizione, Milano.**
- Tomasello, M. (2011). Ernst von Glasersfeld: Some "Partial Memories". *Constructivist Foundations*, 6, 166-167.
- Tomasello, M. (2011). Précis of Why We Cooperate. *Montreal Review*, September, 2011.
- Tomasello, M. & Call, J. (2011). Methodological challenges in the study of primate cognition. *Science*, 334, 1227-28.
- Tomasello, M. & Moll, H. (2011). Response to Commentaries, *Deutsche Zeitschrift für Philosophie*, 59, 164-169.
- Vaish, A., Carpenter, M., & Tomasello, M. (2011). Young children's responses to guilt displays. *Developmental Psychology*, 47, 1248-62.
- Vaish, A., Missana, M., & Tomasello, M. (2011). Three-year-old children intervene in third-party moral transgressions. *British J. of Developmental Psychology*, 29, 124-130.
- Warneken, F., Lohse, K., Melis, A., & Tomasello, M. (2011). Young children share the spoils after collaboration. *Psychological Science*, 22, 267-273.
- 2012 Bannard, C., & Tomasello, M. (2012). Can we dissociate contingency learning from social learning in word acquisition by 24-month-olds?. *PLoS ONE*, 7, e49881.

- Behne, T., Liszkowski, U., Carpenter, M., & Tomasello, M. (2012). 12-month olds' comprehension and production of pointing. *British J. of Developmental Psychology*.
- Buttelmann, D., Schütte, S., Carpenter, M., Call, J., & Tomasello, M. (2012). Great apes infer others' goals based on context. *Animal Cognition*, 15, 1037-1054.
- Engelmann, J., Herrmann, E., & Tomasello, M. (2012). Five-year olds, but not chimpanzees, attempt to manage their reputations. *PLoS ONE* (10), e48433.doi:10.1371.
- Fletcher, G., Warneken, F., & Tomasello, M. (2012). Differences in cognitive processes underlying the collaborative activities of children and chimpanzees. *Cognitive Development*, 27, 136-153.
- Gampe, A., Liebal, K., & Tomasello, M. (2012) 18-month-olds learn novel words through overhearing. *First Language*, 32, 385-97.
- Grassmann, S., Kaminski, J. & Tomasello, M. (2012). How two language-trained dogs' integrate pointing and naming. *Animal Cognition*, 15, 657-665.
- Grosse, G., & Tomasello, M. (2012). Two-year-old children differentiate test questions from genuine questions. *Journal of Child Language*, 38, 192-204.
- Hamann, K., Warneken, F., & Tomasello, M. (2012). Children's developing commitments to joint goals. *Child Development*, 83, 137-145.
- Haun, D., Rekers, Y., & Tomasello, M. (2012). Chimpanzees and human children, but not orangutans, prefer to learn from the majority. *Current Biology*, 22, 727-731.
- Hepach, R., Vaish, A., & Tomasello, M. (2012). Young children are intrinsically motivated to see others helped. *Psychological Science*, 23, 967-72.
- Herrmann, E. & Tomasello, M. (2012). Human cultural cognition. In J. Mitani (Ed.), *The evolution of primate societies*. U. Chicago Press.
- Ibbotson, P., Theakston, A., Lieven, E., Tomasello, M. (2012). Semantics of the transitive construction: Prototype Effects and Developmental comparisons. *Cognitive Science*, 36(7), 1268-1288.
- Ibbotson, P., & Tomasello, M. (2012). Analogy in language acquisition. In P. Robinson (Ed.), *Routledge Encyclopedia of Second Language Acquisition*. Routledge.
- Kaiser, I., Jensen, K., Call, J., Tomasello, M. (2012). Bonobos in an ultimatum game with theft. *Biology Letters*, 8, 942-945.
- Kaminski, J., Schulz, L., & Tomasello, M. (2012). How dogs know when communication is intended for them. *Developmental Science*, 15, 222-232.
- Kirchhofer, K., Zimmermann, F., Kaminski, J. & Tomasello, M. (2012). Dogs (*Canis familiaris*), but not chimpanzees (*Pan troglodytes*), understand imperative pointing. *PLoS One*, 7(2): e30913.
- Matthews, D., Behne, T., Lieven, E., Tomasello, M. (2012). Origins of the human pointing gesture: A training study. *Developmental Science*, 15, 817-29.
- Matthews, D., Lieven, E., Tomasello, M. (2012) Two- and four-year-olds learn to adapt referring expressions to context: Effects of array size and feedback style on referential communication. *Topics in Cognitive Science*, 4, 184-210.
- Moll, H. & Tomasello, M. (2012). Three-year-olds understand appearance and reality - Just not about the same object at the same time. *Developmental Psychology*, 48, 1124-1132.
- Nitzschner, M., Kaminski, J., Melis, A., & Tomasello, M. (2012). Dogs evaluate humans on the basis of direct experiences only. *PLOS One* 7(10): e46880. doi:10.1371.
- Riedl, K., Jensen, K., Call, J., Tomasello, M. (2012). No third-party punishment in chimpanzees. *Proceedings of the National Academy of Sciences*, 109, 14824-14829.
- Rossano, F., Carpenter, M., & Tomasello, M. (2012). One-year-old infants follow others' voice direction. *Psychological Science*, 23, 1298-1302.

- Schmidt, M., Rakoczy, H., & Tomasello, M. (2012). Young children enforce social norms selectively depending on the violator's group affiliation. *Cognition*, 124, 325-33.
- Schmidt, M., & Tomasello, M. (2012). Young children enforce social norms. *Current Directions in Psychological Science*, 21, 232-236.
- Schneider, A., Melis, A., & Tomasello, M. (2012). How chimpanzees solve collective action problems. *Proceedings of the Royal Society, B*, 279 (2012): 4946-4954.
- Tennie, C., Call, J., & Tomasello, M. (2012). Chimpanzees (*Pan troglodytes*) fail to imitate novel actions. *PLOS One*, 7, e41548.
- Theakston, A., Maslen, R., Lieven, E., & Tomasello, M. (2012). The acquisition of the active transitive construction in English: A detailed case study. *Cognitive Linguistics*, 23, 91-128.
- ◆ **Reprinted in L. Janda (Ed.), *Cognitive Linguistics: The Quantitative Turn*. deGruyter Mouton.**
- Tomasello, M. (2012). Why ne nice? Better not think about it. *Trends in Cognitive Science*, 16, 580-581.
- Tomasello, M. & Hamann, K. (2012). Collaboration in young children. *Quarterly Journal of Experimental Psychology*, 65, 1-12.
- Tomasello, M., Melis, A., Tennie, C., & Herrmann, E. (2012). Two key steps in the evolution of human cooperation: The interdependence hypothesis. *Current Anthropology*, 56, 1-20.
- Warneken, F., Gräfenhain, M., & Tomasello, M. (2012). Collaborative partner or social tool? New evidence for young children's understanding of joint intentions in collaborative activities. *Developmental Science*, 15, 54-61.
- 2013 Bannard, C., Klinger, J., & Tomasello, M. (2013). How selective are 3-year-olds in imitating novel linguistic material? *Developmental Psychology*, 49, 2344-56.
- Bräuer, J., Boes, M., Call, J., & Tomasello, M. (2013). Domestic dogs coordinate their actions in a problem-solving task. *Animal Cognition*, 16, 273-85.
- Bräuer, J., Keckeisen, M., Pitsch, A., Kaminski, J., Call, J., & Tomasello, M. (2013). Domestic dogs (*Canis familiaris*) conceal visual but not auditory information from each other. *Animal Cognition*, 16, 351-60.
- Bullinger, A., Burkhardt, J., Melis, A., & Tomasello, M. (2013). Bonobos, chimpanzees, and marmosets prefer to feed alone. *Animal Behavior*, 85, 51-60.
- Buttelmann, D., Call, J., & Tomasello, M. (2013). Can domestic dogs (*Canis familiaris*) use referential emotional expressions to locate hidden food? *Animal Cognition*, 16, 137-145.
- Buttelmann, D., Carpenter, M., Call, J., & Tomasello, M. (2013). Chimpanzees (*Pan troglodytes*) recognize successful actions, but fail to imitate them. *Animal Behaviour*, 86, 755-61.
- Carpenter, M., Uebel, J., & Tomasello, M. (2013). Being mimicked increases prosocial behavior in 18-month-old infants. *Child Development*, 84, 1511-18.
- Engelmann, J., Over, H., Herrmann, E., & Tomasello, M. (2013). Young children care more about their reputation with ingroup members and possible reciprocators. *Developmental Science*, 16, 552-558.
- Gräfenhain, M., Carpenter, M., & Tomasello, M. (2013). Three-year-olds' understanding of the consequences of joint commitments. *PLoS One* 8(9), e73039
- Grosse, G., Scott-Phillips, T., & Tomasello, M. (2013). Three-year-olds hide their communicative intentions in appropriate contexts. *Developmental Psychology*, 49, 2095-2101.
- Halina, M., Rossano, F., & Tomasello, M. (2013). The ontogenetic ritualization of bonobo gestures. *Animal Cognition*, 16, 653-66.
- Hepach, R., Vaish, A., & Tomasello, M. (2013). A new look at children's prosocial motivation. *Infancy*, 18, 67-90.

- Hepach, R., Vaish, A., & Tomasello, M. (2013). Young children sympathize less in response to unjustified emotional distress. *Developmental Psychology, 49*, 1132-38.
- Herrmann, E., Keupp, S., Hare, B., Vaish, A., & Tomasello, M. (2013). Direct and indirect reputation formation in non-human great apes and human children. *J. of Comparative Psychology, 127*, 63-75.
- Ibbotson, P., Lieven, E., & Tomasello, M. (2013). The communicative contexts of grammatical aspect in English. *J. of Child Language, 40*, 1-19.
- Ibbotson, P., Lieven, E., & Tomasello, M. (2013). The attention-grammar interface: Eye-gaze cues structural choice in children and adults. *Cognitive Linguistics, 24*, 457-81.
- Jensen, K., Call, J., & Tomasello, M. (2013). Chimpanzee responders still behave like rational maximizers. *Proceedings of the National Academy of Sciences, 110*, E1837.
- Kaminski, J., Pitsch, A., & Tomasello, M. (2013). Dogs steal in the dark. *Animal Cognition, 16*, 385-394.
- Liebal, K., Carpenter, M., & Tomasello, M. (2013). Young children's understanding of cultural common ground. *British J. of Developmental Psychology, 31*, 88-96.
- Melis, A., Altricher, K., Schneider, A., Tomasello, M. (2013). Allocation of resources to collaborators and free-riders by 3-year-olds. *J. of Experimental Child Psychology, 114*, 364-370.
- Melis, A. & Tomasello, M. (2013). Chimpanzees' strategic helping in a collaborative task. *Biology Letters, 9*, 20130009.
- Moll, H., Meltzoff, A., Merzsch, K., & Tomasello, M. (2013). Taking versus confronting perspectives in preschool children. *Developmental Psychology, 49*, 646-54.
- Moore, R., Liebal, K. & Tomasello, M. (2013). Three-year-olds understand communicative intentions without language, gestures, or gaze. *Interaction Studies, 14*, 62-80.
- Salomo, D., Lieven, E., & Tomasello, M. (2013). Children's ability to answer different types of questions. *Journal of Child Language, 40*, 469-91.
- Scheider, L., Kaminski, J., Call, J. & Tomasello, M. (2013) Do domestic dogs interpret pointing as a command? *Animal Cognition. 16*, 361-72.
- Schmelz, M., Call, J., & Tomasello, M. (2013). Chimpanzees predict that a competitor's preference will match their own. *Biology Letters. 9*, 1-5.
- Schmerse, D., Lieven, E., & Tomasello, M. (2013). Error patterns in young German children's Wh-questions. *Journal of Child Language, 40*, 656-71.
- Schmidt, M F.H., Rakoczy, H., & Tomasello, M. (2013). Young children understand and defend the entitlements of others. *J. of Experimental Child Psychology, 116*, 930-944.
- Schulze, C., Grassmann, S., & Tomasello, M. (2013). 3-year-old children make relevance inferences in indirect verbal communication. *Child Development, 84*(6), 2079-2093.
- Tomasello, M., & Carpenter, M. (2013). Dueling dualists. *Human Development, 56*, 401-405.
- Tomasello, M. & Moll, H. (2013). Why don't apes understand false beliefs? In M. Banaji & S. Gelman (Eds.), *The development of social cognition*. Oxford University Press.
- Tomasello, M. & Vaish, A. (2013). Origins of human cooperation and morality. *Annual Review of Psychology, 64*, 231-55.
- ❖ *Translated and reprinted in J. Nida-Rümelin & C. Heilinger (Eds.) Moral, Wissenschaft und Wahrheit. Berlin: DeGrutyer.*
- Warneken, F. & Tomasello, M. (2013). Parental presence and encouragement do not influence helping in young children. *Infancy, 18*, 345-368.
- Warneken, F. & Tomasello, M. (2013). The emergence of contingent reciprocity in young children. *J. of Experimental Child Psychology, 116*, 338-350.

- Wittig, M., Jensen, K., & Tomasello, M. (2013). Five-year-olds understand fair as equal in a mini-ultimatum game. *J. of Experimental Child Psychology*, 116 324-37.
- Wyman, E., Rakoczy, H., Tomasello, M. (2013). Nonverbal communication enables young children's coordination in a 'Stag Hunt' game. *European J. of Developmental Science*. 10, 597-610.
- 2014 Austin, K., Lieven, E., Theakston, A., & Tomasello, M. (2014). Young children's understanding of denial. *Developmental Psychology*, 50, 2061 – 2070.
- Behne, T., Carpenter, M., & Tomasello, M. (2014). Young children create iconic gestures to inform others. *Developmental Psychology*, 50, 2049 - 2060.
- Bullinger, A., Melis, A., & Tomasello, M. (2014). Chimpanzees instrumentally help but do not communicate in a mutualistic cooperative task. *J. of Comparative Psychology*, 128, 251-60.
 ❖ **Frank Beach Comparative Psychology Award (best paper in JCP, 2014).**
- Buttelmann, D., Over, H., Carpenter, M., & Tomasello, M. (2014). Eighteen-month-olds understand false beliefs in an unexpected-contents task. *J. of Experimental Child Psychology*, 119, 120-126.
- Dittmar, M., Abbot-Smith, K., Lieven, E., & Tomasello, M. (2014). Familiar verbs are not always easier than novel verbs: How German pre-school children comprehend active and passive sentences. *Cognitive Science*, 38, 128-151.
- Duguid, S., Wyman, E., Bullinger, A. & Tomasello, M. (2014). Coordination strategies of chimpanzees and human children in a Stag Hunt game. *Proceedings of the Royal Society B*. DOI: 10.1098.
- Göckeritz, S., Schmidt, M., & Tomasello, M. (2014). Young children's creation and transmission of social norms. *Cognitive Development*, 30, 81-95.
 ♦ **Dissertation (from which this came): Jean Piaget Society Dissertation Prize**
- Graf, E., Theakston, A., Lieven, E., & Tomasello, M. (2014). Subject and object omission in children's early transitive constructions: A discourse-pragmatic approach. *Applied Psycholinguistics*. doi:10.1017/S0142716413000477.
- Hamann, K., Bender, J., & Tomasello, M. (2014). Meritocratic sharing is based on collaboration in 3-year-olds. *Developmental Psychology*, 50, 121-28.
- Haun, D., & Tomasello, M. (2014). Children conform to the behavior of peers; Great apes stick with what they know. *Psychological Science*, 25, 2160-2167.
- Hertel, A., Kaminski, J., & Tomasello, M. (2014). Generalize or personalize - Do dogs transfer an acquired rule to novel situations and persons? *PLOS One*. 10.1371/journal.pone.0102666
- Karg, K., Schmelz, M., Call, J., & Tomasello, M. (2014). All great ape species and 2.5-year-old children discriminate appearance from reality. *J. of Comparative Psychology*, 128, 431-439.
- Koymen, B., Engelmann, D., Rakoczy, H., Warneken, F., & Tomasello, M. (2014). Children's norm enforcement in their interactions with peers. *Child Development*, 85, 1108-1122.
- Koymen, B., Schmerse, D., Lieven, E., & Tomasello, M. (2014). Young children create partner-specific referential pacts with peers. *Developmental Psychology*, 50, 2234-42.
- Koymen, B., Rosenbaum, L., & Tomasello, M. (2014). Reasoning during joint decision-making by preschool peers. *Cognitive Development*, 32, 74-85.
- Liebal, K., Vaish, A., Haun, D., & Tomasello, M. (2014). Does sympathy motivate prosocial behavior in great apes? *PLOS One* 9(1): e84299.
- Moll, H., Carpenter, M., & Tomasello, M. (2014). Two- and three-year-olds know what others have and have not heard. *Journal of Cognition and Development*, 15(1), 12–21.
- Nitzschner, M., Kaminski, J., & Tomasello, M. (2014). Side matters – Potential mechanisms underlying dogs' performance in a social eavesdropping paradigm. *Animal Behaviour*, 90, 263-271.

- Rossano, F., Nitzschner, M., & Tomasello, M. (2014). Domestic dogs and puppies use human voice direction referentially. *Proceedings of the Royal Society, B*, 281, 20133201
- Schmerse, D., Lieven, E., & Tomasello, M. (2014). Discourse particles and belief reasoning: The case of German *doch*. *Journal of Semantics*, 31(1), 115–133.
- Tempelmann, S., Kaminski, J., & Tomasello, M. (2014). Do domestic dogs learn words based on human referential behavior? *PLOS One*. 10.1371/journal.pone.0091014.
- Tennie, C., Walter, V., Gampe, A., Carpenter, M., & Tomasello, M. (2014). An investigation of the cultural 'ratchet effect' in young children. *J. of Experimental Child Psychology*, 126, 152-160.
- Tomasello, M. (2014). *A natural history of human thinking*. Harvard University Press.
 ♦ *Translated into Italian, German, Polish, French, Chinese, Korean*
 ♦ *Guardian Top Science Book, 2014*
- Tomasello, M. (2014). The ultra-social animal. Invited Horizon article for *The European Journal of Social Psychology*, 44, 187-94.
 ♦ *Translated and reprinted in Socialwissenschaftliches Literatur Rundschau (2015), Volume 69, 97-111.*
- Tomasello, M. (2014). New Introduction. Reissuing as classics the two volumes of *The New Psychology of Language*. Psychology Press.
- Vaish, A., & Tomasello, M. (2014). The early ontogeny of human cooperation and morality. In M. Killen & J. Smetana (Eds.) *Handbook of Moral Development, 2nd Edition*. Psychology Press.
- van der Goot, M., & Tomasello, M., & Liszkowski, U. (2014). Differences in the nonverbal requests of great apes and human infants. *Child Development*, 85, 444-455.
- Vogelsang, M., Jensen, K., & Tomasello, M. (2014). Preschoolers are sensitive to free riding in a public goods game. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2014.00729.
- Warneken, F., Steinwender, J., Hamann, K., & Tomasello, M. (2014). Young children's planning in a collaborative problem-solving task. *Cognitive Development*, 31, 48-58.
- Warneken, F., & Tomasello, M. (2014). The developmental and evolutionary origins of human helping and sharing. In W. Graziano & D. Schroeder (Eds.), *Handbook of Prosocial Behavior*. Oxford University Press.
- Wobber V., Herrmann, E., Hare, B., Wrangham, R., & Tomasello, M. (2014). Differences in the early cognitive development of children and great apes. *Developmental Psychobiology*, 56, 547 – 573.
- 2015 Bohn, M., Call, J., & Tomasello, M. (2015). Communication about absent entities in great apes and human infants. *Cognition*, 145, 63-72
- Cameron-Faulkner, T., Theakston, A., Lieven, E., & Tomasello, M. (2015). The relationship between infant 'hold out and gives' and pointing. *Infancy*, 20, 576-86.
- Engelmann, J., Herrmann, E., & Tomasello, M. (2015). Chimpanzees trust conspecifics to engage in low-cost reciprocity. *Proceedings of the Royal Society B*. DOI: 10.1098/rspb.2014.2803.
- Grassmann, S., Schulze, C., & Tomasello, M. (2015). Children's level of word knowledge predicts their exclusion of familiar objects as referents of novel words. *Frontiers in Psychology: Developmental Psychology*, doi: 10.3389/fpsyg.2015.01200.
- Grocke, P., Rossano, F., & Tomasello, M. (2015). Procedural justice in children: Preschoolers accept unequal resource distributions if the procedure provides equal opportunities. *J. of Experimental Child Psychology*, 140, 197-210.
- Grosse, K., Carpenter, M., Call, J., & Tomasello, M. (2015). Differences in the ability of apes and children to instruct others using gestures. *Language Learning & Development*, 11, 310-330.
- Grüneisen, S., Wyman, E., & Tomasello, M. (2015). Second-order false belief in peer coordination. *Child Development*, 86, 287-93.

- Grüneisen, S., Wyman, E., & Tomasello, M. (2015). Conforming to coordinate: Children use majority information for peer coordination. *British Journal of Developmental Psychology*, *33*, 136-147.
- Grüneisen, S., Wyman, E., & Tomasello, M. (2015). Children use salience to solve coordination problems. *Developmental Science*, *18*, 495-501.
- Gruenloh, T., Lieven, E., & Tomasello, M. (2015). Young children's intonational marking of new, given, and contrastive referents. *Language Learning & Development*, *11*, 95-127.
- Hepach, R., Vaish, A., & Tomasello, M. (2015). Novel paradigms to measure variability of behavior in early childhood: Posture, gaze, and pupil dilation. *Frontiers in Developmental Psychology*, *6*, 858.
- Herrmann, E., Misch, A., & Tomasello, M. (2015). Uniquely human self-control begins at school age. *Developmental Science*, *18*, 979-993.
- Herrmann, E. & Tomasello, M. (2015). Focusing and shifting attention in human children and chimpanzees. *J. of Comparative Psychology*, *129*, 268-274.
- Ibbotson, P., & Tomasello, M. (2015). The roots of language: what makes us different from other animals? *The Guardian*, November 5, 2015.
- Kanngiesser, P., Rossano, F., & Tomasello, M. (2015). Late emergence of the first possession heuristic: evidence from a small-scale culture. *Child Development*, *86*, 1282-1289.
- Karg, K., Schmelz, M., Call, J., & Tomasello, M. (2015). The goggles experiment: Chimpanzees use self-experience to infer what a competitor can see. *Animal Behaviour*, *105*, 211-221.
- Koymen, B., Schmidt, M., Lieven, E., & Tomasello, M. (2015). Teaching versus enforcing norms in preschoolers' peer interactions. *J. of Experimental Child Psychology*, *135*, 93-101.
- Melis, A., Floedl, A., Tomasello, M. (2015). Non-egalitarian allocations among preschool peers in a face-to-face bargaining task. *PLOS One*, *10*(3):e0120494.
- Moore, R., Kaminski, J., & Tomasello, M. (2015). Two-year-old children but not domestic dogs understand communicative intentions without language, gestures, or gaze. *Developmental Science*, *18*, 232-42.
- Moore, R., Call, J., & Tomasello (2015). Production and comprehension of gestures between orangutans in a referential communication game. *PLoS One*, *10*(6): e0129726. doi:10.1371/journal.pone.0129726.
- Ploetner, M., Over, H., Carpenter, M., & Tomasello, M. (2015). Young children show the bystander effect in helping situations. *Psychological Science*, *26*, 499-506.
- Ploetner, M., Over, H., Carpenter, M., & Tomasello, M. (2015). The effects of collaboration and minimal-group membership on children's prosocial behavior, liking, affiliation, and trust. *J. of Experimental Child Psychology*, *139*, 161-73.
- Riedl, K., Jensen, K., Call, J., Tomasello, M. (2015). Restorative justice in children. *Current Biology*, *25*, 1-5.
- Rossano, F., Fielder, L., & Tomasello, M. (2015). Preschoolers' understanding of the role of communication and cooperation in establishing property rights. *Developmental Psychology*, *51*, 176-184.
- Schaefer, M., Haun, D., & Tomasello, M. (2015). Fair is not fair everywhere. *Psychological Science*, *26*, 1252-1260.
- ◆ *Dissertation (from which this came): Margaret and Paul Baltes Dissertation Prize.*
- Schulze, C. & Tomasello, M. (2015). 18-month-olds comprehend indirect communicative acts. *Cognition*, *136*, 91 – 98.
- Schmerse, D., Lieven, E., & Tomasello, M. (2015). Young children use shared experience to interpret definite reference. *Journal of Child Language*, *42*, 1146-57.

- Spiegel, I., & Tomasello, M. (2015). Evolutionäre anthropologie: Kooperation im wir-mode. In J. Nida-Rümelin & M. Tiedmann (Eds), *Hanbuch Philosophie und Ethik*. Berlin: Schöningh.
- Theakston, A., Ibbotson, P., Fruedenthal, D., Lieven, E., & Tomasello, M. (2015). Productivity of noun slots in verb frames. *Cognitive Science*, 39, 1369-95.
- Ulber, J., Hamann, K., & Tomasello, M. (2015). How 18- and 24-month-old peers divide resources among themselves. *Journal of Experimental Child Psychology*, 140, 228-244.
- In press. Bohn, M., Call, J., & Tomasello, M. (in press). Comprehension of iconic gestures by chimpanzees and human children. *J. of Experimental Child Psychology*.
- Brandt, S., Lieven, E., & Tomasello, M. (in press). German children's use of word order and case marking to interpret simple and complex sentences. *Language Learning & Development*.
- Butler, L., Schmidt, M., Buerger, J., & Tomaello, M. (in press). Young children use pedagogical cues to modulate the strength of normative inferences. *British Journal of Developmental Psychology*.
- Butler, L. and Tomaello, M. (in press). Two- and 3-year-olds integrate linguistic and pedagogical cues in guiding inductive generalization and exploration. *Journal of Experimental Child Psychology*.
- Engelmann, J., Herrmann, E., & Tomasello, M. (in press). The effects of being watched on resource acquisition in chimpanzees and human children. *Animal Cognition*.
- Hepach, R., Vaish, A., Grossmann, T., & Tomasello, M. (in press). Young children want to see others get the help they need. *Child Development*.
- Karg, K., Schmelz, M., Call, J., & Tomasello, M. (in press). Chimpanzees strategically manipulate what others can see. *Animal Cognition*.
- Karg, K., Schmelz, M., Call, J., & Tomasello, M. (in press). Do chimpanzees understand a competitor's mistaken perspective? *Animal Cognition*.
- Koymen, B., Mamman, M., & Tomasello, M. (in press). Preschoolers use common ground in their justificatory reasoning with peers. *Developmental Psychology*.
- Moll, H., & Tomasello, M. (in press). Social cognition in the second year of life. In A. Leslie & T. German (Eds.), *Handbook of Theory of Mind*. Erlbaum.
- Schmidt, M., Hardecker, S., & Tomasello, M. (in press). Young children's understanding of the cooperative infrastructure of competitive games. *J. of Experimental Child Psychology*.
- Schmidt, M., Rakoczy, H., & Tomasello, M. (in press). Young children understand the role of agreement in establishing arbitrary norms – but unanimity is key. *Child Development*.
- Schmidt, M., Svetlova, M., & Tomasello, M. (in press). Children's developing understanding of legitimate reasons for allocating resources unequally. *J. of Experimental Child Psychology*.
- Tomasello, M. (in press). *A natural history of human morality*. Harvard University Press.
- ◆ **Translated into Italian, Korean, German, Japanese**
- Tomasello, M. (in press). What did we learn from the ape language studies? In B. Hare & S. Yamamoto (Eds.). *Bonobos: Unique in Mind, Brain, and Behavior*. Oxford University Press.
- Tomasello, M. (in press). Cultural learning redux. *Child Development*.
- Tomasello, M. (in press). The ontogeny of cultural learning. *Current Opinion in Psychology*.
- Tomasello, M. (in press). Precís of A Natural History of Human Thinking. *Social Ontology*.
- Tomasello, M. (in press). Response to Commentators. *Social Ontology*.
- Ulber, J., & Tomasello, M. (in press). External rewards diminish costly sharing in 3-year-olds. *Child Development*.
- Vaish, A., Carpenter, M., & Tomasello, M. (in press). The early emergence of guilt-motivated prosocial behavior. *Child Development*.

Vaish, A., Herrmann, E., & Tomasello, M. (in press). Preschoolers value those who sanction non-cooperators. *Cognition*.

Zeidler, H., Haun, D., & Tomasello, M. (in press). Taking turns or not? Children's approach to limited resource problems in three different cultures. *Child Development*.

H-index (Google Scholar, 12-5-2015) = 137
[total citations = 78,000+]

Papers in *Science, Nature, PNAS* = 13

Books = 8 (translated into 13 languages)

PRESENTATIONS:

- 1975 Society for Research in Child Development
American Psychological Association
- 1978 Southeastern Conference on Human Development
- 1980 Southeastern Conference on Human Development
- 1982 Southeastern Conference on Human Development
Georgia State University, Department of Psychology
- 1983 Seminar on Communication in Nonhuman Primates, Yerkes Primate Center
- 1984 International Conference on Infant Studies
Southeastern Conference on Human Development
International Association for the Study of Child Language
- 1985 Society for Research in Child Development
Jean Piaget Society
Boston Child Language Conference
- 1986 Gordon Research Conference on Cybernetics and Cognition
Workshop on Evolutionary Perspectives on the Ontogeny of Cognition, Gottingen
- 1987 Society for Research in Child Development
Language Origins Society
Boston Child Language Conference
Harvard University, Developmental Psychology Group
New England Node of the McArthur Developmental Psychology Network
Harvard University, Graduate School of Education
- 1988 Workshop on Intelligence in Anthropoid Apes, Madrid, Spain
University of Massachusetts at Amherst, Department of Psychology
NIH Workshop on the Socialization of Cognition, Washington DC
Georgia Tech University, Department of Psychology
- 1989 Society for Research in Child Development
University of Georgia, Department of Psychology and Inst for Behavioral Research
University of California at San Diego, Departments of Psychology and Linguistics
- 1990 Conference on Human Development
International Association for the Study of Child Language
Western Carolina University, Department of Psychology
University of Georgia, Department of Anthropology and Linguistics
- 1991 Society for Research in Child Development

- Animal Behavior Society
Boys Town National Institute, Omaha, Nebraska
Workshop on Functional Approaches to Grammatical Development, Clark University
Symposium on Understanding Chimpanzees, Chicago Academy of Sciences
- 1992 Conference on Human Development
Stanford Child Language Research Forum
Animal Behavior Society
International Primatological Society
Workshop on New Perspectives in Education, OISE
Georgia Tech University, Department of Psychology
- 1993 Society for Research in Child Development
International Association for the Study of Child Language
American Psychological Society
American Anthropological Association
University of Chicago, Department of Psychology
- 1994 *Keynote Address:* British Psychological Society, Developmental Division
International Conference on Infant Studies
American Society of Primatology
Animal Behavior Society
Cognitive Science Society
New Iberia Primate Research Center, New Iberia, Louisiana
New York University, Department of Psychology
Workshop on Social Learning, Cambridge, England
Symposium on Intersubjectivity and Emotions in Infancy, Oslo
Cognitive Development Unit, MRC, London
University of Manchester, Department of Psychology
University of St. Andrews, Department of Psychology
- 1995 *Plenary Address:* Jean Piaget Society
Society for Research in Child Development
Society for Philosophy and Psychology
International Cognitive Linguistics Association
Carnegie-Mellon University, Department of Psychology
University of Rome, Institute of Psychology, Department of Speech and Language
University of Rome, Institute of Psychology, Department of Comparative Psychology
Workshop on Language and Conceptual Development, Max Planck Institute, Nijmegen
Concordia University, Department of Psychology
McGill University, Department of Speech Sciences
Dalhousie University, Department of Psychology
- 1996 *Keynote Address:* British Child Language Seminar
Keynote Address: European Association of Experimental Social Psychology
University of Manchester, Department of Psychology
University of Oregon, Department of Psychology
Seminar on The Growing Mind (Piaget Centennial), Geneva
Duke University, Department of Psychology
International Conference on Infant Studies
International Primatological Society
Conference on Human Development
Workshop on The Emergence of Cognition and Language, Tokyo, Japan
Primate Research Institute, Kyoto University, Japan
Workshop on Evolutionary Anthropology, Max Planck Institute, Munich
University of Georgia, Linguistics Program
Workshop on Theory of Mind, Berkeley
Boston University Conference on Language Development
Symposium in Honor of Ulrich Neisser, Emory University
Northwestern University, Department of Psychology

- European Workshop on Primate Research, Madrid, Spain
- 1997 *Plenary Address:* Society for Research in Child Development
Plenary Address: Southern Society for Philosophy and Psychology
Plenary Address: Stanford Child Language Research Forum
Plenary Address: Symposium on Research in Child Language Disorders
Society for Research in Child Development
Workshop on Developing Intentions in a Social World, Toronto
Conference on Language and Cognition, Odense, Denmark
International Cognitive Linguistics Association
Conference on Conceptual Structure, Discourse, and Language, Boulder
Stanford Child Language Research Forum
University of Aarhus, Department of Psychology
Stanford University, Department of Psychology
University of California, Santa Cruz, Department of Psychology
University of California, Berkeley, Department of Psychology
New York University, Department of Psychology
- 1998 *Plenary Debate:* International Conference on Infant Studies
Plenary Address: Conf on Conceptual Structure, Discourse, and Language, Atlanta
Evolution of Human Cognitive Specializations, New Iberia Primate Center
Georgia Tech University, Cognitive Science Program
International Conference on Infant Studies
Harvard University, Department of Psychology
Harvard University Graduate School of Education
Max Planck Institute for Psycholinguistics, Nijmegen
University of Konstanz, Department of Social and Behavior Sciences
German Psychological Association, Dresden
Conference on the Evolution of Cognition, Konrad Lorenze Institute, Vienna
Conference on Human Development, Mobile, Alabama
International Primatological Society, Madagascar
Symposium on Theories of Individual Development, Wittenburg
University of Texas-Dallas, Department of Communication Sciences, Dallas
Braunschweig University, Department of Psychology
University of Leipzig, Department of Anthropology
- 1999 *Keynote Address:* European Developmental Psychology Association, Greece
Plenary Address: International Symposium on Speech and Language Impairment, York
Plenary Address: International Cognitive Linguistic Association, Stockholm
Plenary Address: Congress of the German Society of Primatology, Utrecht
Plenary Address: Intntnl Congress for Logic, Methodology, and Phil of Sci, Cracow
Plenary Address: Basic Mechanisms of Language Acquisition, Leipzig
International Association for the Study of Child Language, Basque Country
University of Pennsylvania, Institute for Research in Cognitive Science
Society for Research in Child Development, Alberquerque
Fyssen Foundation Symposium on Evolutionary Foundations of Culture, Paris
University College, London, Department of Psychology
Cambridge University, Department of Psychology
University of California, San Diego, Program in Cognitive Science
Max Planck Institute for Human Development, Berlin
Oxford University, Department of Psychology
Clark University, Department of Psychology
University of Salzburg, Department of Psychology
CNRS, Marseilles, France; Primatology Unit
Evolution of Intelligence Summer School, Bielefeld
Berkeley Linguistics Society, Berkeley
Max Planck Insitute for Behavioral Physiology, Seewiesen
University of Oslo, Department of Psychology
Danish Child Language Network, Nyborg

- University of Copenhagen, Department of Linguistics
University of Leipzig, Institute of Philosophy
University of New Mexico, Department of Linguistics
University of Halle, Department of Psychology
C.N.R.S. Cognition & Communication Unit and the Sorbonne, Paris
Boston University Conference on Language Development
- 2000 *Keynote Address:* Japanese Society for Developmental Psychology, Tokyo
Keynote Address: Japanese Society for Language Sciences, Tokyo
Plenary Address: International Pragmatics Conference, Budapest
Plenary Address: German Psychological Association, Jena
Siemens Lecture: Carl Friedrich von Siemens Stiftung, Munich
Plenary Address: Berkeley Linguistic Society, Berkeley
Plenary Address: European Ethological Society, Utrecht
Plenary Address: Conference on the Evolution of Language, Paris
DFG Workshop on Conceptualization in Language, Heidelberg
Workshop on Cultural Learning, Budapest
LAUD Symposium, Landau
University of Warwick, Department of Philosophy
Chester Child Language Group, Grynog
Workshop on Building Linguistic Structure in Ontogeny, Leipzig
University of Leipzig, Institute of Zoology
International Conference on Infant Studies, Brighton
Duke University, Center for the Interdisciplinary Study of Science and Culture
Konrad Lorenz Institute, Vienna
University of Vienna, Institute of Linguistics
Konrad Lorenz Institute for Evolution and Cognition Research, Altenberg
American Society of Primatology, Boulder
Conceptual Structure, Discourse, and Language, San Diego
Workshop on Social Facts, University of Leipzig, Institute of Philosophy
University of Manchester, Department of Psychology
- 2001 *William James Lecture:* American Psychological Association, San Francisco
Keynote Address: International Ethological Conference, Tübingen
Plenary Address: Meeting of Linguistic Association of Finland
Plenary Address: Human Behavior and Evolution Society, London [not given]
Plenary Address: Italian Developmental Psychology Association, Sicily [not given]
Plenary Address: European Society for Philosophy and Psychology, Friborg
Plenary Address: Architectures & Mechanisms for Language Processing, Saarbrücken
European Year of Linguistics Lecture, Berlin
Foundations of Human Knowledge Acquisition, Bremen
International Primatological Society, Adelaide
Workshop on Ape Cognition, Inuyama, Japan
Society for Research in Child Development, Minneapolis
International Cognitive Linguistics Association, Santa Barbara
Lund University, Department of Speech Sciences
Symposium on Perspectives in Primatology, DPZ, Göttingen
University of Helsinki, Department of Linguistics
Humboldt University, Berlin, Department of Psychology
Humboldt University, Berlin, Department of Biology
European Developmental Psychology Association, Upsala
Boston Child Language Conference
- 2002 *Nijmegen Lectures:* University of Nijmegen and MPI for Psycholinguistics, Nijmegen
Plenary Address: International Association for the Study of Child Language, Madison
Plenary Address: Euroconference on the Emergence of Social Communication [not given]
Plenary Address: International Conference on Construction Grammar, Helsinki
Edwards Lecture: University of Washington, Seattle
Conference on Biological Perspectives on Imitation, Paris

University of Chicago, Department of Psychology
 Northwestern University, Department of Psychology
 Conference on Language and Theory of Mind, Toronto
 International Conference on Infant Studies, Toronto
 University of Marburg, Institute of Philosophy
 Conference on Rational Animals?, Oxford
 University of Dresden, Department of Psychology; Dept of English Linguistics
 University of California, Los Angeles, Department of Psychology
 University of California, Santa Barbara, Department of Linguistics
 Conference on Early Symbol Use, Emory University, Atlanta
 University of Potsdam, Center for Cognitive Science
 Symposium on What Makes a Form of Life Human?, Culture Studies Institute, Essen

- 2003 *Hilgard Lectures*: Stanford University, Department of Psychology
Plenary Address: Cognitive Science Society, Boston
Plenary Address: International Congress of Linguistics, Prague
Distinguished Speakers in Cognitive Science: Michigan State University
Plenary Address: Georgetown University Roundtable on Linguistics
Distinguished Scholars Lectures: University of Edmonton, Department of Psychology
Keynote Lecture: Congress of German Experimental Psychology, Kiel
Einstein Forum Lecture: Berlin
 Society for Research in Child Development, Tampa
 Symposium on Chimpanzee Culture, MPI-EVA, Leipzig
 MPI for Psychological Research, Munich
 University of Michigan, Program in Culture and Cognition
 German Linguistics Society, Child Language Section, Munich
 International Cognitive Linguistics Association, Spain
 Primate Society of Great Britain, Wales
 MPI for Biological Cybernetics, Tübingen
 MIT, Department of Brain and Cognitive Science
 University of California, Berkeley, Cognitive Science Program
 Harvard University, Department of Anthropology
 MIND Institute, Sacramento
 University of Colorado, Linguistics Department
 University of Colorado, Cognitive Science Institute
 Max Planck Institute for Human Development, Berlin
 University of Jena, Psychology Department
 Conference on Bases of Cooperation, MPI-EVA, Leipzig
 Technical University of Chemnitz, Department of Psychology
 University of Pavia, Department of Linguistics
 Stanford University, Department of Psychology
 Symposium on Animal Cooperation, Göttingen
- 2004 *Plenary Address*: Conference on the Evolution of Language, Leipzig
Vygotsky Lecture: New Approaches to Cognitive Science, Kazan, Russia [not given]
Plenary Address: Child Language Seminar, Bristol
Plenary Address: Conference on Construction Grammar, Marseilles
Plenary Address: International Primatological Society, Torino
Plenary Debate: Boston University Conference on Language Development
Plenary Address: Conference on Collective Intentionality, Sienna
Plenary Address: Current Trends in Cognitive Linguistics, Hamburg
 Linguistics Society of America
 International Conference on Infant Studies, Chicago
 International Primatological Society, Torino
 Ecole Normale Supérieure, Department of Cognitive Studies, Paris
 University of Toulouse, Developmental Psychology
 University of Florida, Psychology Department
 University of Freiburg, Department of Psychology
 MPI for Research on Collective Goods, Bonn

Wenner-Gren Conference on Roots of Human Sociality, North Carolina
University of Hannover, Department of Biology
University of Leipzig, Department of Linguistics Debate
University of Zürich, Department of Biology
Birkbeck College, Department of Cognitive Neuroscience, London
MPI for Neurobiology, München
MPI-EVA, Workshop on Gestural Communication, Leipzig
Public Lecture on Can Animals Think? Berlin
University of Delaware, Cognitive Science Program
University of Delaware, Linguistics Department

2005 *Fridja Lectures*: Amsterdam
Klaus Immelmann Lecture: Bielefeld
State of the Art Lecture: European Network of Social Cognition, Bern
Award Acceptance Address: Fyssen Foundation, Paris
Plenary Address: Society for Research in Child Development, Atlanta
Plenary Address: Jean Piaget Society, Vancouver
Plenary Address: Japanese Developmental Psychology Association
Plenary Address: Society for Language Learning and Development
Plenary Address: German Philosophical Society, Berlin
Plenary Address: Conference on Evolution of Language, Madrid [video conference]
Plenary Address: Conference on Human Evolution, German NAS, Halle
Plenary Address: German Zoological Society, Bayreuth
Plenary Address: Conference on Language Development & Change, Berlin
Tokyo University, Department of Linguistics
International Association for the Study of Child Language, Berlin
Conference on Animal Culture, MPI-EVA, Leipzig
Emory University, Linguistics Program
Vanderbilt University, Linguistics Program
International Meeting for Autism Research, Boston
LSA Summer School Special Seminar on Constructions
Conference on Early Social Cognition, Leipzig
University of British Columbia & Simon Fraser, Department of Linguistics
Boston University, Department of Psychology
University College London, Department of Human Communication
Cambridge University, Department of Applied Linguistics
Cambridge University, Department of Psychology
Schlossmann Seminar, Berlin
University Erlangen-Nuernberg, Department of Linguistics
Seminar on Construction Grammar, Jena
Yale University, Department of Psychology
University of Frieberg, Medical Faculty
University of Osnabrück, Institute of Psychology

2006 *Jean Nicod Lectures*: Paris
Norman Anderson Lecture: Department of Psychology, UC, San Diego
Elizabeth Bates Memorial Lecture, SRCLD, Madison, Wisconsin
Keynote Lecture: Conference on Embodied Communication, Bielefeld
Plenary Address: Conference on the Evolution of Language, Rome
Plenary Address: GLOW Summer School Lecture, Stuttgart
Plenary Address: British Developmental Psychology Association, London
Plenary Address: Intl Society for Augmentative Communication, Dusseldorf
Plenary Address: Conference on Construction Grammar, Tokyo
Plenary Address: Conference for Role and Reference Grammar, Leipzig
Lectures on Human Communication: Aarhus University
University of Rome, La Sapienza, Department of Linguistics
MPI-EVA, Workshop on Analogy, Leipzig
BDPS Workshop on State of the Art in Theory of Mind Research
University of Montreal, Department of Linguistics

- Social Intelligence: From Brain to Culture. The Royal Society, London
 Duke University, Departments of Psychology and Biological Anthropology
 Max Planck Senate, Berlin
 Concordia University, Department of Psychology
 University of Zürich, Department of Experimental Economics
 University of Konstanz, Department of Philosophy
- 2007 *Plenary Address:* European Developmental Psychology Association, Jena
Plenary Address: German Linguistics Association, Siegen
Plenary Address: German Developmental Psychology Association, Heidelberg
Plenary Address: International Conference on the Study of Culture, Modena, Italy
Keynote Lecture: Symposium on Human Culture and Language, Dortmund
Award Acceptance Address: Center for Cognitive Science, Torino, Italy
Plenary Address: German Germanistik Society, Marburg
 Symposium on Chimpanzee Mind, Chicago
 Northwestern University, Department of Psychology
 Symposium on Nature of Mind, Delmenhorst
 Brandenburg Academy of Science, Berlin
 Society for Research in Child Development, Boston
 University of Basel, Department of Biology
 Swiss Summer School in Linguistic Lecture, Basel
 Symposium on Primate Behavior and Human Universals, German Primate Center
 University of Nottingham, School of Psychology
 University of Stockholm, Department of Linguistics
 London School of Economics, Institute of Social Psychology
 MPI for Developmental Biology, Cologne
 Free University of Amsterdam, Department of Social Psychology
 University of Cologne, Institute of Philosophy
 University of Leipzig, Institute of Philosophy
 Workshop on Generative and Construction Grammar, Berlin
 University of Leipzig, Institute of Linguistics
 Free University of Berlin, Workshop on Generative and Construction Grammar
- 2008 *Tanner Lectures:* Stanford University
Helmholtz Lecture: Humboldt University, Berlin
Ida Beam Lecture: University of Iowa
Vygotsky Lecture: International Conference on Cognitive Science, Moscow
Drever Lecture: University of Edinburgh
Walter Lonner Lecture: Conference on Cross-cultural Psychology, Bremen
Plenary Address: International Congress of Psychology, Berlin
Plenary Debate on Culture in Animals: International Congress of Psychology, Berlin
Plenary Address: Conference on Language, Communication, & Cognition, Brighton
Plenary Address: Intl Society for the Study of Behavioral Development, Jena
Plenary Address: Conference on Early Childhood Education, Arnhem
Plenary Address: Fachtagung der Gesellschaft für Kognitionswissenschaft, Dresden
Dahlem Lecture: Max Planck for Molecular Genetics & Free University of Berlin
 International Conference on Infant Studies, Vancouver
 Lectures to Co-operation Workshop, Bielefeld
 University of Minnesota, Departments of Psychology and Linguistics
 University of Wisconsin, Departments of Psychology and Cognitive Science
 Symposium on Human Evolution, Stockholm
 New York Primatology Network
 Symposium on Why Does Cognition Evolve?, Duke University
 University of Leiden, Department of Linguistics
 Symposium on Foundations of Human Social Behavior, U. of Zurich
 Essex University, Department of Linguistics
 Workshop on Relevance Theory, London
 Oxford University, Department of Linguistics

- 2009 *Frederick Bartlett Lecture*: Experimental Psychology Society, London
James & Eleanor Gibson Lecture: Cornell University
Award Lecture: Hegel Prize, Stuttgart
Award Lecture: Külpe Prize, Würzburg
Forum Lecture: LSA Summer School
Plenary Lecture: Experimental Pragmatics Society, Lyon
Plenary Lecture: Cognitive Development Society, San Antonio
Plenary Lecture: Fachgesellschaft für Phoniatrie und Pädaudiologie, Leipzig
Plenary Lecture: Deutsche Gesellschaft für Fremdschprache, Leipzig
Plenary Lecture: Conference on Darwin and the Social Sciences, Cambridge U.
Plenary Lecture: Association for the Scientific Study of Consciousness, Berlin
University of Copenhagen, Department of Philosophy
University of California, San Diego, Department of Cognitive Science
University of Arizona, Human Evolution Program
Max Planck Institute for Cognitive and Brain Sciences, Leipzig
University of Osnabrück, Department of Psychology
Free University of Berlin, Linguistics Department
Society for Research in Child Development, Denver
Robert Boesch Stiftung, Berlin
Humboldt University, Opening of the Center for Integrative Life Sciences
University of Stuttgart, Department of Linguistics
- 2010 *Page-Barbour Lectures*: University of Virginia
Award Lecture: Heineken Prize, University of Leiden
Award Lecture: Max Planck Research Prize, Hannover
Plenary Lecture: Conference on Evolution of Language, Montreal
Plenary Lecture: American Association for Applied Linguistics, Atlanta.
Plenary Lecture: Federation of European Neuroscience Societies, Amsterdam
Plenary Lecture: World Congress for Infant Mental Health, Leipzig
Plenary Lecture: German Experimental Psychology Association (TeaP), Saarbrücken
Plenary Lecture: Pragmatics: Beyond the Words, University of Leipzig
Plenary Lecture: Conference on Competing Motivations in Linguistics, Leipzig
Plenary Lecture: European Society of Philosophy & Psychology, Bochum
Plenary Lecture: German Society of Applied Linguistics, Leipzig
Central European University, Budapest, Opening of Cognitive Development Center
Max Planck Institute for Public Goods, Bonn
Nobel Symposium on the Enlightened Brain, Stockholm
International Conference on Infant Studies, Baltimore
Symposium on Reference in Evolution, Berlin
- 2011 *Heineken Lecture*: Cognitive Science Society, Boston
Keynote Address: Intl Conference on Learning and Development, Frankfurt
Plenary Lecture: German Philosophical Society, Munich
University of Pittsburgh, Center for the Neural Bases of Cognition
Symposium on Theory of Mind, Leopoldina, Leipzig
Society for Research in Child Development, Montreal
Workshop on Normativity, Berlin-Brandenburg Academy of Sciences
Jacobs Prize Symposium, Zürich
Lecture Series on Languages of Emotion, FU Berlin
- 2012 *Ernst Mayr Lecture*: Brandenburg Academy of Sciences, Berlin
Bernoulli Lecture: University of Basel
Keynote Address: Collective Intentionality XIII, Manchester
Plenary Address: British Wittgenstein Society, Hertfordshire
University of Pittsburgh, Institute for the Philosophy of Science Annual Lecture Series
La Caixa Lecture, Barcelona
International Conference on Infant Studies, Minneapolis

Summer School on the Philosophy of the Second Person, Berlin
 Festschrift Symposium in honor of Dan Sperber, Paris
 Harvard University, Department of Psychology
 New York University, Stern Business School, Paduana Lecture Series
 Koc University, Department of Psychology, Istanbul
 University of Groningen, Department of Philosophy
 Workshop on Normativity, Berlin
 Siemens Lecture, Munich
 University of Pittsburgh, Department of Psychology
 University of Pittsburgh, Department of Linguistics

- 2013 *Alasdair MacIntyre Lecture*: Duke U. Department of Philosophy
Keynote Address: UK Child Language Seminar, Manchester
Keynote Address: European Cognitive Science Society, Budapest
Keynote Address: German Psychoanalytic Association, Leipzig
Keynote Address: British Psychological Association
Plenary Address: Symposium on the Common Mind, Paris
Plenary Address: Clinical Neuropsychological Association, Leipzig
Sorbonne Debate (w/Kim Sterelny): The Nature of Human Cooperation, Paris
Plenary Address: International Wittgenstein Society, Kirschberg, Austria
 Society for Research in Child Development, Seattle
 Bielefeld Prize Symposium, Bielefeld, Germany
 Cognitive Science Society, Berlin
 Symposium on the Second Personal, U. Leipzig Philosophy Department
- 2014 *Albert Magnus Lectures*: University of Cologne
Keynote Lecture: National Congress of Psychology, Turkey
Keynote Lecture: Society for the Neurobiology of Language, Amsterdam
Plenary Lecture: Conference on Pragmatics of Communication, Leipzig
Invited Debate w/ Jürgen Habermas: On Human Thinking, U. Leipzig
Keynote Lecture: Society for Philosophy and Psychology, Vancouver
Einstein Forum Lecture: Potsdam, Germany
Public Lecture on Psychology & Society: London School of Economics
 International Conference on Infant Studies, Berlin
- 2015 *Invited Address*: American Psychological Society, New York
Unsold Lecture: University of Tübingen
Multatuli Lecture: University of Lueven.
Keynote Lecture: Economic Science Association, Heidelberg
Plenary Lecture: The Nature and Origins of Human Cognition, Berlin
Keynote Lecture: Cognition and Culture in Evolutionary Context, Madrid
Plenary Lecture: Ontogeny of Mutual Understanding, Nijmegen MPI
 Commentator on Tanner Lectures of Phillip Petit, U.C. Berkeley
 Society for Research in Child Development, Philadelphia
 Workshop on Evolutionary Psychology, Freie U. Berlin
 Saxon Psychoanalytic Association, Leipzig
- 2016 *Keynote Lecture*: International Conference on Thinking, Providence, R.I.
 Workshop on the Evolution of Morality, Zurich

FORMER PHD STUDENTS AND POSTDOCS IN FULL-TIME ACADEMIC OR RESEARCH POSITIONS:

EMORY U.	Felix Warneken, Harvard U.
Jeff Farrar, U. of Florida	Katja Liebal, Free U. Berlin
Anne Kruger, Georgia State U.	Hannes Rakoczy, U. Göttingen
Michelle Barton, U. of South Florida	Henrike Moll, U. Southern California
Teresa Secules, Piedmont College	Ulf Liskowski, U. of Hamburg
Josep Call, U. of St. Andrews	Tanya Behne, U. Göttingen
Malinda Carpenter, U. of St. Andrews	Martina Wittig, U. Kassel
Nameera Akhtar, U. of CA, Santa Cruz	Alicia Melis, Warwick U.
Patricia Brooks, College of Staten Island	Juliane Kaminski, U. Portsmouth
Lawrence Lewis, Loyola U.	Tricia Striano, Hunter College
Jane Childers, Trinity U.	Simone Pika, MPI-Seewiesen
	Keith Jensen, U. of Manchester
U. of MANCHESTER (co-supervised w/ E. Lieven)	David Buttelmann, U. of Erfurt
Thea Cameron-Faulkner, U. of Manchester	Richard Moore, Humboldt U.
Evan Kidd, LaTrobe U.	Julia Fischer, U. of Göttingen, DPZ
Ben Ambridge, U. of Liverpool	Susanne Grassmann, U. of Zürich
Grzegorz Krajewski, U. Warsaw	Daniel Haun, U. of Leipzig
Danielle Matthews, U. of Sheffield	Silke Brandt, U. of Lancaster
Nenagh Kemp, U. of Tasmania	Franklin Chang, U. of Liverpool
Paul Ibbotson, Open University	Miriam Dittmar, U. of Zürich
	Sanae Okamoto-Barth, Maschricht U.
MPI-EVA, LEIPZIG	Colin Bannard, U. of Texas
Holger Diessel, U. of Jena	Maria Gräfenhain, U. of Leipzig
Michael Israel, U. of Maryland	Angel Chan, Hong Kong U.
Heike Behrens, U. of Basel	Carla Krachun, St Thomas U.
Klaus Zuberbühler, U. of Neuchâtel	Jonathon Beier, U. of Maryland
Kirsten Abbott-Smith, U. of Kent	Claudio Tennie, U. of Birmingham
Stefan Gries, U. California, Santa Barbara	Luke Butler, U. of Maryland
Sabine Stoll, U. Zürich	Harriet Over, U. of York
Emily Wyman, Nottingham U.	Bahar Koymen, U. of Manchester
N. Pouscoulous, U. College London	Linda Scheider, Freie U. Berlin
Brian Hare, Duke U.	Marco Schmidt, U of Munich (LMU)
Antonia Misch, Yale University	Federico Rossano, U. of C., San Diego
Bailey House, Arizona State U.	Amrisha Vaish, U. of Virginia
Patricia Kanngiesser, Freie U. Berlin	Ivan Cabrera, Konrad Lorenz Institute