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Title: Children’s Social Categorization: Power and Language

From birth, children enter into social systems organized around culturally relevant attributes (e.g., race, ethnicity, gender, social status). Understanding both the individual and group-level implications of culturally significant social categories is an important social cognitive task for the developing child. Indeed, by preschool age, children use social groups to guide their beliefs, attitudes, and inferences about others. The ease with which children do this gives rise to several open questions relating to how children acquire an understanding of social categories, and the specific types of inferences that their early representations of social categories support. In my work, I address these questions using methods that examine memory, attributions, and explanations about social categories in children 3 to 10 years of age.