

**CURRICULUM VITAE**  
**Susan Sugarman**

	<u>Office</u>	<u>Home</u>
<b>Address:</b>	Princeton University Department of Psychology Princeton, NJ 08544-1010 (609) 258-4445	153 Parkside Dr. Princeton, NJ 08540 (609) 921-3450
<b>Birthdate:</b>	7/13/52	
<b>Birthplace:</b>	Brooklyn, New York	

**Education**

1973	B.A.	Hampshire College (Amherst, MA) with distinction; Psychology, Language and Communication
1976	M.A.	University of California, Berkeley; Psychology
1980	Ph.D.	University of California, Berkeley; Psychology

**Grants and Awards**

1972-1973	Hampshire College Fellow
1974-1975	NICHHD traineeship in Developmental Psychology, University of California, Berkeley
1975-1976	Chancellor's Fellow in Psychology, University of California, Berkeley
1976-1977	Fulbright-Hayes Fellow, Department of Experimental Psychology, University of Oxford
1977-1978	NICHHD traineeship in Developmental Psychology, University of California, Berkeley
1981-1983	NSF Grant BNS-8212137: "Conceptual Processes in Early Childhood"

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- 1984 Visiting Fellow, Max-Planck-Institut für Psycholinguistik,  
Nijmegen, Holland
- 1984-1987 Richard F. Stockton Bicentennial Preceptor,  
Princeton University
- 1987 Boyd McCandless Young Scientist Award  
for early career contribution in developmental psychology,  
presented by Division 7 of the American Psychological  
Association.
- 1989-1990 John Simon Guggenheim Memorial Fellow,  
for "Freud on the Origins of Mind".
- 1996-1998 Old Dominion Faculty Fellow, Humanities Council,  
Princeton University

### **Teaching Experience**

- 1973-1974 Teaching Assistant, Department of Psychology,  
University of California, Berkeley
- 1978-1979 Acting Instructor in Psychology,  
University of California, Berkeley
- 1980-1981 Assistant Professor of Psychology,  
Princeton University
- 1981-1982 Assistant Professor of Psychology,  
Northwestern University
- 1982-1987 Assistant Professor of Psychology,  
Princeton University
- 1987-1999 Associate Professor of Psychology,  
Princeton University
- 1999- Professor of Psychology,  
Princeton University

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### **Areas of Interest & Research**

Psychology of ordinary mental life, Freud,  
developmental psychology

### **Research Experience**

- |              |   |
|--------------|---|
| 1972, Summer | Consultant in cognitive development. The Rockefeller University (Michael Cole, Sylvia Scribner)   |
| 1972-1973    | B.A. Thesis: "A Description of Communicative Development in the Prelanguage Child" (Advisor: Neil Stillings)                                  |
| 1973, Summer | Consultant in cognitive development, The Rockefeller University (William Hall)  |
| 1974-1978    | Research Assistant, Department of Psychology, University of California, Berkeley (Jonas Langer)   |
| 1976-1979    | Dissertation Research: "Scheme, Order, and Outcome: The Development of Classification in Children's Early Block Play" (Advisor: Jonas Langer) |
| 1979-1980    | Visiting Research Assistant Professor, Center for the Study of Reading, University of Illinois, Champaign                                     |

### **Publications**

#### **Books**

- Sugarman, S. Children's early thought: Developments in classification. New York: Cambridge University Press, 1983. Reissued, 2011.
- Sugarman, S. Piaget's construction of the child's reality. New York: Cambridge University Press, 1987.
- Sugarman, S. Freud on the Acropolis: Reflections on a paradoxical response to the real. Boulder: Westview Press, 1998.
- Sugarman, S. Freud on the psychology of ordinary mental life. New York: Rowman &

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Littlefield, 2010.

Sugarman, S. What Freud really meant: A chronological reconstruction of his theory of the mind. Cambridge, Eng.: Cambridge University Press, 2016. Arabic translation, Abdul-Latif, A-S Trans., Beirut: Al-Rafidain, 2018.

### **Articles**

Langer, J. & Sugarman, S. The developmental theories of Werner and Piaget. In G. Steiner (Ed.), The psychology of the 20th century. Vol. VII: Piaget and beyond. Zurich: Kindler Verlag, 1978.

Sugarman, S. Some organizational aspects of preverbal communication. In I. Markova (Ed.), The social context of language. New York: Wiley, 1978.

Sugarman, S. Product and process in the development of early preschool intelligence. The Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 1979, 1, 17-22.

Sugarman, S. The cognitive basis of classification in very young children: An analysis of object ordering trends. Child Development, 1981, 52, 1172-1178.

Sugarman, S. Transitions in early representational intelligence: Changes over time in children's production of simple block structures. In G. Forman (Ed.), Action and thought: From sensorimotor schemes to symbolic operations. New York: Academic Press, 1982.

Sugarman, S. Developmental change in early representational intelligence: Evidence from spatial classification strategies and related verbal expressions. Cognitive Psychology, 1982, 14, 410-449.

Sugarman, S. The development of inductive strategy in children's early thought and language. The Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 1983, 5, 34-40.

Sugarman, S. Discussion: Empirical versus logical issues in the transition from prelinguistic to linguistic communication. In R. Golinkoff (Ed.), The transition from prelinguistic to linguistic communication: Issues and implications. Hillsdale, NJ: Lawrence Erlbaum, 1983.

Sugarman, S. The development of preverbal communication: Its contribution and limits in promoting the development of language. In R.L. Schiefelbusch & J. Pickar

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(Eds.), Communicative competence: Acquisition and intervention. Baltimore: University Park Press, 1984.

DeLoache, J.S., Sugarman, S., & Brown, A.L., The development of error-correction strategies in young children's manipulative play. Child Development, 1985, 56, 928-939.

Stiles-Davis, J., Sugarman, S., & Nass, R. The development of spatial and class relations in four young children with right cerebral damage: Evidence for an early spatial-constructive deficit. Brain and Cognition, 1985, 4, 388-412.

Sugarman, S. The priority of description in developmental psychology, International Journal of Behavioral Development, 1987, 10, 391-414.

Sugarman, S. Young children's spontaneous inspection of negative instances in a search task, Journal of Experimental Child Psychology, 1987, 44, 170-191.

Sugarman, S. Piaget on the origins of mind: A problem in accounting for the development of mental capacities. In E. Dromi (Ed.). Language and cognition: A developmental perspective. New York: Ablex, 1993.

Sugarman, S. Who knows the world? Paradoxes in infants' and children's conceptions of reality. In D. Peaslee (Ed.). Science as a cultural phenomenon. Commack, NY: Nova Science Publications, 1998

Sugarman, S. Introduction to James Sully's Studies of Childhood. London: Free Association Books, 2000, vii-liii.

Sugarman, S. Choice and freedom: Reflections and observations based upon human development. International Journal of Infant Observation, 2005, 7, 11-25.

Sugarman, S. Freud, Sigmund. In W.A. Darity (Ed.), International Encyclopedia of the Social Sciences, 2<sup>nd</sup> ed. Detroit: Macmillan Reference USA, 2008, Vol. 3, 209-216.

Sugarman, S. Piaget, Jean. In W.A. Darity (Ed.), International Encyclopedia of the Social Sciences, 2<sup>nd</sup> ed. Detroit: Macmillan Reference USA, 2008, Vol 6, 268-271.

Sugarman, S. The return of the noble repressed: A Freudian reinterpretation of Freud's Moses story. Psychoanalytic Psychology, 2010, 27, 355-359.

**Reviews**

- Sugarman, S. Can social science tap dance? A review of To dance is human: A theory of nonverbal communication by Judith Hanna. Contemporary Psychology, 1980, 25, 835-836.
- Sugarman, S. Cognition's cutting edge. A review of Children's logical and mathematical cognition: Progress in cognitive development research, edited by Charles Brainerd. Contemporary Psychology, 1983, 28, 396-397.
- Sugarman, S. Why talk? Comment on Savage-Rumbaugh, et al.: "Can a chimpanzee make a statement?" Journal of Experimental Psychology: General, 1983, 112, 493-497.
- Sugarman, S. The structure of development: A review of Psychological and social structures by Sandor Brent. Merrill-Palmer Quarterly, 1986, 32, 327-330.
- Sugarman, S. How ideas develop. A review of Conceptual change in childhood by S. Carey, Contemporary Psychology, 1987, 31, 949-950.
- Sugarman, S. Review of E. Dromi, Early Lexical Development. Child Development Abstracts and Bibliography, 62, 1988, 320-321.
- Sugarman, S. Concepts of life in the life of the child. Comment on the symposium on children's biological concepts. (R. Siegler, organizer), Human Development, 32, 1989, 110-112.
- Sugarman, S. Creating the creative. A review of Creating minds: An anatomy of creativity seen through the lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi by Howard Gardner, Contemporary Psychology, 1994, 39, 943-944.

**Conference Papers**

- Sugarman, S. The development of classification and correspondence from 12 to 36 months: From action to representation. Paper presented at the biennial meeting of the Society for Research in Child Development, San Francisco, March, 1979.
- Deloache, J.S., Sugarman, S., and Brown, A.L. The development of self-correction strategies in early cognitive development. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, April, 1981.

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Junn, E. & Sugarman, S. Young children's reasoning and recall in an object manipulation task. Eastern Psychological Association, Philadelphia, April, 1983.

Stiles-Davis, J., Sugarman, S., and Nass, R. The development of manipulative classification in four right hemisphere damaged children. American Psychological Association, Anaheim, August, 1983.

Harechmak, J., & Sugarman, S. Young children's spontaneous definition of a problem space in a magnetic objects task. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, April, 1987.

Sugarman, S., Comment on "Continuities and discontinuities in the development of early numerical cognition". Symposium presented at the biennial meeting of the Society for Research in Child Development, April, 1987.

Gillham, J., & Sugarman, S. The development of reflective behaviors in children 12 to 18 months old. Paper presented at the biennial meeting of the Society for Research in Child Development, Kansas City, April, 1989.

Sugarman, S. Through Freud's eyes: Aesthetic and psychological experience at the Acropolis. Discussion panel (Gabriela Goldstein, co-discussant) at the Scientific Meetings of the American Psychoanalytic Association, New York, January, 2004.

Sugarman, S. Freud's case for an economic problem in mourning. Paper presented in the panel, Letting go: The work of mourning, at the Scientific Meetings of the American Psychoanalytic Association, New York, January, 2007.

Avery, J., & Sugarman, S. Hope and possibility. Poster, Annual Conference of the Society for Affective Science, Boston, MA, USA, April, 2017.

Avery, J., & Sugarman, S. Uncertainty induced affect: Hope. Paper, Conference of the Society for the Psychological Study of Social Issues, Albuquerque, NM, USA, June, 2017

### **Invited Presentations**

Trends in the development of preverbal communication. Institute of Human Learning, University of California, Berkeley, 1974.

The development of organizational flexibility in spontaneous play with simple sets of objects from 1 to 2 1/2 years: First steps toward a logic of classes. University of Sussex,

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June, 1976; Consiglio Nazionale delle Richerche, Rome, August, 1976.

Cognitive change without symbols in the language acquisition period: Evidence from object grouping strategies. University of Oxford, June, 1976.

Developments in cognitive representation and its expression in early language. Third

Annual Symposium on Child Language: The Acquisition of Pragmatics. University of Kansas, Lawrence, June, 1978.

Language and cognitive change in the language acquisition period: Verbal and nonverbal category encoding. The Netherlands Institute for Advanced Study, Wassenaar, The Netherlands, September, 1978.

Empirical, logical, and orthogonal issues in the transition from prelinguistic to linguistic communication. Invited discussion: Conference on The Transition from Prelinguistic to Linguistic Communication: Issues and Implications, University of Delaware, September, 1981.

Children's early thought: The development of classification during language acquisition. Invited paper, Midwestern Psychological Association, Minneapolis, May, 1982.

The Development of Inductive Strategy in Children's Early Thought and Language. Invited paper, New York Child Language Conference, December, 1982.

Invited participant, Conference on the "Biological Basis of Human Intelligence", Neurosciences Institute, Rockefeller University, November, 1983.

Why Not Development? Invited address to the British Psychological Society, Developmental Section, Lancaster, September, 1984.

Invited participant, Cross disciplinary conference on "Communication and Collective Memory", The Annenberg School, University of Southern California, March, 1986.

Piaget on the origins of mind: A problem in accounting for the development of mental capacities. Interdisciplinary conference on "Language and Cognition: A developmental perspective", Tel Aviv University, December, 1987.

Comment on E. Dromi, "Underlying semantic and cognitive processes in the acquisition of lexical meaning." Interdisciplinary conference on "Language and Cognition: A developmental perspective", Tel Aviv University, December, 1987.

Commencement address, Hampshire College, Amherst, MA, January, 1992



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Who Knows the World? Paradoxes in Infants' and Adults' Conceptions of Reality. Science Precept for Alumni Non-Scientists. Princeton University, June, 1994.

The Return of the Noble Repressed: Comment on R. Bernstein, "Freud and Moses: The Psychological Power of Religious Tradition". Inaugural symposium for the Center for the Study of Religion, Princeton University, March 29, 1999.

What Freud Really Meant: The General Theory as Seen Through His Discourse on the Pleasure Principle. Princeton Alumni Association of Savannah, April, 2014

Freud's Theory of Mind: Reductive or Axiomatic? Psychoanalysis Reading Group of the Interdisciplinary Doctoral Program in the Humanities, Princeton University, November 3, 2014.

Hope in the Clouds. Invited Address, Hampshire College, Festschrift in Honor of Neil Stillings. April 1, 2017.

### Colloquia

University of Pennsylvania (February, 1979)

State University of New York, Stony Brook (February, 1979)

Cornell University (February, 1979)

Wesleyan University (February, 1979)

Yale University (February, 1979)

University of Chicago (March, 1979)

Northwestern University (March, 1979)

Indiana University (April, 1979)

Tufts University (April, 1979)

Columbia University Teachers College (May, 1979)

University of Illinois, Champaign-Urbana (May, 1979)

University California, San Diego (May, 1980)

City University of New York, Graduate Center (November, 1980)

Cornell Medical College (November, 1980)

Northwestern University (March, 1981)

University of Illinois, Champaign-Urbana (March, 1981)

University of Massachusetts, Amherst (Sloan Cognitive Science Program) (April, 1981)

Trinity College (April, 1981)

University of Chicago (May, 1982)

Rutgers University (November, 1982)

Northwestern University (May, 1983)

Rutgers University (November, 1983)

Vanderbilt University (March, 1984)

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City University of New York Graduate Center (April, 1984)  
 MRC Cognitive Development Unit, London (July, 1984)  
 Columbia University Teachers College (December, 1984)  
 Wesleyan University (February, 1986)  
 Northwestern University (January, 1987)  
 Columbia University (March, 1987)  
 Rutgers University (May, 1987)  
 Hampshire College (March, 1988)  
 New School for Social Research (April, 1988)  
 Clark University (April, 1990)  
 University of Delaware (April, 1990)  
 Bryn Mawr College (May, 1990)  
 Rutgers University (May, 1990)  
 University of Minnesota, Center for Cognitive Sciences (January, 1999).  
 Robert Wood Johnson Medical School (Rutgers), Child Development Institute (January, 2010)

### **Professional Membership**

American Psychological Association, December, 1981-1990.  
 Society for Research in Child Development, 1977-1990.  
 Sigma Xi, 1983-  
 Jean Piaget Society, 1985-1990.  
 American Psychological Society, 1996-2004  
 American Psychoanalytic Association, Educator Associate, 2004-

### **Other Professional Activities**

Consulting Editor, Developmental Psychology (1980-1982), Journal of Experimental Psychology: General (1983-1989), Child Development (1983-1985).

Occasional reviewer, Journal of Experimental Child Psychology, Merrill-Palmer Quarterly, Psychological Bulletin, Infant Behavior and Development, Developmental Psychology, Child Development, Psychological Science, NSF, NIH, Spencer Foundation, Basic Books, Princeton University Press.

NIMH review panel, March, 1983.

NICHHD site visitor, July, 1988.

American Psychoanalytic Association, Committee on Psychoanalysis and Undergraduate Education, 2008- and Educator Associates Program, 2010-

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### **Completed Dissertations (primary supervision)**

Stiles-Davis, J., Construction of spatial and class relations in four children with right hemisphere damage. May, 1983.

Junn, E. Developments in children's problem solving procedures from two to five: Evidence for the development of inductive strategy in an object manipulation task. September, 1984.

### **Departmental Responsibilities**

Cognitive Research Seminar, Fall, 1980  
 Sophomore Coordinator, 1980-1981  
 Cognitive Group Coordinator, 1987-1989  
 Senior Coordinator, 1988-1989  
 Departmental Representative, 1991-1994  
 Junior Coordinator, 1997 - 1998  
 Cognitive Research Seminar, 1997 - 1998, 1999 (Fall)  
 Senior Coordinator, Spring 2001, 2001-2002, 2003-2004, 2005-2006, 2007-2013  
 Junior Coordinator, Fall, 2002  
 Cognitive Research Seminar, 2003-2004, 2004-2005  
 Committee to review junior paper 2018-

### **University Committees**

Institutional Review Panel, 1980-1981  
 Committee on the Course of Study, 1982-1983  
 Search Committee for Assistant Deans of Students, 1983-1984  
 Council of the Princeton University Community (CPUC), 1983-1986  
 Executive Committee of the CPUC, 1985-1986  
 Faculty Advisory Committee on Policy, 1985-1986  
 Appeals Committee (of the Faculty Advisory Committee on Policy), 1985-1986  
 Committee on Undergraduate Residential Life, 1986-1988  
 Academic adviser, Rockefeller College, 1986-1988  
 Faculty Fellow, Rockefeller College, 1986 -  
 Judiciary Committee, alternate 1988-1989  
 Judiciary Committee, 1990-93  
 Committee on Examinations and Standing, 1990-94  
 Institutional Review Panel 1998-2002  
 Committee on Examinations and Standing, 2002-2004

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Judiciary Committee, alternate, spring, 2007  
 Judiciary Committee, fall 2007-2009  
 Committee on Discipline 2013-2015, 2016-2017

### **Other University Activities**

The University Center for Human Values, Mellon Prize  
 Seminar, faculty participant, 1991-1992

Member, Committee on Cognitive Studies 1983(?) - termination of the committee

Humanities Council, Instructor, 1991-  
 Faculty Fellow, Rockefeller College, 1990-2018 (freshman-sophomore adviser for 1 yr)

Faculty Fellow, Whitman College, 2018-

Freshman Seminar Program, Instructor, F1991, F2003, S2006, S2008, S2009, F2009,  
 S2011, S2012, S2014, S2015, S2016, S2017

Writing Program Instructor, S2004

Interdisciplinary Doctoral Program in the Humanities (IHUM) seminar, Psychoanalysis  
 Reading Group, faculty participant, 2014-

Advisor to Bryan Duff '96 for preparation of his Valedictory address at the June, 1996  
 Commencement.

Tutorials, Ray Thornton GS, History Department, 2016-2017

Adviser in the Fellowship Advising Program, 2014-

Faculty discussant, Princeton Pre-read, 9/15

Member, Executive Committee of the Interdisciplinary Program in Ethnography, 2015-