

CURRICULUM VITAE
Susan Sugarman

	<u>Office</u>	<u>Home</u>
Address:	Princeton University Department of Psychology Princeton, NJ 08544-1010 (609) 258-4445	153 Parkside Dr. Princeton, NJ 08540 (609) 921-3450

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"
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
- 2019-2020 Visitor, Program in Interdisciplinary Studies, Institute for
Advanced Study, Princeton

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

Current Courses

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Freud on the Psychological Foundations of the Mind (Hum/Psy 365), Foundations of Psychological Thought (Psy/Hum 210), Freud on the Psychology of Ordinary Mental Life (Freshman Seminar; advanced version Psy 090)

Areas of Interest

Psychology of ordinary mental life, Freud, history of psychological thought, developmental psychology

Research Positions

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 & 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.)

Sugarman, S. Freud's Interpretation of dreams: A reappraisal. Cambridge, Eng.: Cambridge University Press, 2023 (released 2022).

Sugarman, S. *Freud: A contemporary introduction.* London: Routledge, in press.

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

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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 (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, 2nd ed. Detroit: Macmillan Reference USA, 2008, Vol. 3, 209-

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Sugarman, S. Piaget, Jean. In W.A. Darity (Ed.), International Encyclopedia of the Social Sciences, 2nd 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.

Sugarman, S. Freud's theory of the mind: At the apex of Western thought. In S. Kevopoulos and D. Rousseau (Eds.), *Freud on the Acropolis: Psychoanalysis and the cradle of Western civilization* (approximate title), special issue *Oedipus Annual – Greek Annual Psychoanalytic Review* (In English and Greek), in press.

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

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creativity seen through the lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi by Howard Gardner, Contemporary Psychology, 1994, 39, 943-944.

Sugarman, S. Review of Ambivalence: A philosophical exploration by Hili Razinsky (2017). Philosophical Psychology, 2020, 33, 1048-1051.

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.

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

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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.

Invited Presentations (selected)

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,
June, 1976; Consiglio Nazionale delle Ricerche, 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

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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

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.

Freud's theory of the mind: At the apex of Western thought. Keynote address, International psychoanalytic symposium: Freud on the Acropolis, Athens, Greece, Sept. 28-29, 2019.

The interpretation of Freud on dreams. Oxford University, Seminar in 19th Century Literature, June, 2021

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)

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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)
 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, 1983-2000
 Jean Piaget Society, 1985-1990.
 American Psychological Society, 1996-2004

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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, Philosophical Psychology.

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-

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 2018-2019

Preparation of Memorial Resolution for Byron Campbell, 2021

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Junior midpoint presentation moderator, Spring 2021, Spring 2022, Fall 2022

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
 Judiciary Committee, alternate, spring, 2007
 Judiciary Committee, fall 2007-2009
 Committee on Discipline 2013-2015, 2016-2017, 2021-2022

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

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Interdisciplinary Doctoral Program in the Humanities (IHUM) seminar, Psychoanalysis Reading Group, faculty participant, 2014-2019

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, 2015-2020