

# Karen Wynn

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1872826/publications.pdf>

Version: 2024-02-01

63  
papers

10,111  
citations

81900

39  
h-index

138484

58  
g-index

63  
all docs

63  
docs citations

63  
times ranked

3598  
citing authors

| #  | ARTICLE                                                                                                                                                               | IF   | CITATIONS |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------|
| 1  | Addition and subtraction by human infants. <i>Nature</i> , 1992, 358, 749-750.                                                                                        | 27.8 | 1,516     |
| 2  | Social evaluation by preverbal infants. <i>Nature</i> , 2007, 450, 557-559.                                                                                           | 27.8 | 1,198     |
| 3  | Children's understanding of counting. <i>Cognition</i> , 1990, 36, 155-193.                                                                                           | 2.2  | 1,016     |
| 4  | Children's acquisition of the number words and the counting system. <i>Cognitive Psychology</i> , 1992, 24, 220-251.                                                  | 2.2  | 817       |
| 5  | Attribution of Dispositional States by 12-Month-Olds. <i>Psychological Science</i> , 2003, 14, 402-408.                                                               | 3.3  | 458       |
| 6  | Young infants prefer prosocial to antisocial others. <i>Cognitive Development</i> , 2011, 26, 30-39.                                                                  | 1.3  | 372       |
| 7  | How infants and toddlers react to antisocial others. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2011, 108, 19931-19936. | 7.1  | 372       |
| 8  | Three-month-olds show a negativity bias in their social evaluations. <i>Developmental Science</i> , 2010, 13, 923-929.                                                | 2.4  | 358       |
| 9  | Large-Number Addition and Subtraction by 9-Month-Old Infants. <i>Psychological Science</i> , 2004, 15, 776-781.                                                       | 3.3  | 288       |
| 10 | Infants' Individuation and Enumeration of Actions. <i>Psychological Science</i> , 1996, 7, 164-169.                                                                   | 3.3  | 267       |
| 11 | Psychological foundations of number: numerical competence in human infants. <i>Trends in Cognitive Sciences</i> , 1998, 2, 296-303.                                   | 7.8  | 246       |
| 12 | Ratio Abstraction by 6-Month-Old Infants. <i>Psychological Science</i> , 2007, 18, 740-745.                                                                           | 3.3  | 212       |
| 13 | Not Like Me = Bad. <i>Psychological Science</i> , 2013, 24, 589-594.                                                                                                  | 3.3  | 211       |
| 14 | Do 5-month-old infants see humans as material objects?. <i>Cognition</i> , 2004, 94, 95-103.                                                                          | 2.2  | 206       |
| 15 | Origins of "Us" versus "Them": Prelinguistic infants prefer similar others. <i>Cognition</i> , 2012, 124, 227-233.                                                    | 2.2  | 185       |
| 16 | Enumeration of collective entities by 5-month-old infants. <i>Cognition</i> , 2002, 83, B55-B62.                                                                      | 2.2  | 160       |
| 17 | Linguistic cues in the acquisition of number words. <i>Journal of Child Language</i> , 1997, 24, 511-533.                                                             | 1.2  | 151       |
| 18 | Evidence Against Empiricist Accounts of the Origins of Numerical Knowledge. <i>Mind and Language</i> , 1992, 7, 315-332.                                              | 2.3  | 137       |

| #  | ARTICLE                                                                                                                                                                     | IF  | CITATIONS |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|
| 19 | Infants' tracking of objects and collections. <i>Cognition</i> , 2000, 77, 169-195.                                                                                         | 2.2 | 122       |
| 20 | Individuation of Actions from Continuous Motion. <i>Psychological Science</i> , 1998, 9, 357-362.                                                                           | 3.3 | 118       |
| 21 | Anti-equality: Social comparison in young children. <i>Cognition</i> , 2014, 130, 152-156.                                                                                  | 2.2 | 114       |
| 22 | Six-month-old infants use analog magnitudes to represent duration. <i>Developmental Science</i> , 2006, 9, F41-F49.                                                         | 2.4 | 105       |
| 23 | Operational momentum in large-number addition and subtraction by 9-month-olds. <i>Journal of Experimental Child Psychology</i> , 2009, 103, 400-408.                        | 1.4 | 103       |
| 24 | Cohesion as a constraint on object persistence in infancy. <i>Developmental Science</i> , 2008, 11, 427-432.                                                                | 2.4 | 87        |
| 25 | Infants Possess a System of Numerical Knowledge. <i>Current Directions in Psychological Science</i> , 1995, 4, 172-177.                                                     | 5.3 | 77        |
| 26 | Not Noble Savages After All: Limits to Early Altruism. <i>Current Directions in Psychological Science</i> , 2018, 27, 3-8.                                                  | 5.3 | 72        |
| 27 | Selective Social Learning of Plant Edibility in 6- and 18-Month-Old Infants. <i>Psychological Science</i> , 2014, 25, 874-882.                                              | 3.3 | 70        |
| 28 | Costly rejection of wrongdoers by infants and children. <i>Cognition</i> , 2016, 151, 76-79.                                                                                | 2.2 | 69        |
| 29 | The relationship between object files and conscious perception. <i>Cognition</i> , 2005, 96, 67-92.                                                                         | 2.2 | 65        |
| 30 | Limits to Infants' Knowledge of Objects: The Case of Magical Appearance. <i>Psychological Science</i> , 1998, 9, 448-455.                                                   | 3.3 | 60        |
| 31 | Continuity in social cognition from infancy to childhood. <i>Developmental Science</i> , 2009, 12, 746-752.                                                                 | 2.4 | 60        |
| 32 | Early understandings of the link between agents and order. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2010, 107, 17140-17145. | 7.1 | 60        |
| 33 | The origins of causal perception: Evidence from postdictive processing in infancy. <i>Cognitive Psychology</i> , 2008, 57, 262-291.                                         | 2.2 | 58        |
| 34 | Divide and Conquer. <i>Psychological Science</i> , 2004, 15, 420-425.                                                                                                       | 3.3 | 57        |
| 35 | Biases towards internal features in infants' reasoning about objects. <i>Cognition</i> , 2008, 107, 420-432.                                                                | 2.2 | 57        |
| 36 | Who knows what's good to eat? Infants fail to match the food preferences of antisocial others. <i>Cognitive Development</i> , 2012, 27, 227-239.                            | 1.3 | 54        |

| #  | ARTICLE                                                                                                                                                          | IF  | CITATIONS |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|
| 37 | Infants's™ auditory enumeration: Evidence for analog magnitudes in the small number range. <i>Cognition</i> , 2009, 111, 302-316.                                | 2.2 | 47        |
| 38 | Thyme to touch: Infants possess strategies that protect them from dangers posed by plants. <i>Cognition</i> , 2014, 130, 44-49.                                  | 2.2 | 47        |
| 39 | Tracking and quantifying objects and non-cohesive substances. <i>Developmental Science</i> , 2011, 14, 502-515.                                                  | 2.4 | 45        |
| 40 | Some Innate Foundations of Social and Moral Cognition. , 2008, , 330-347.                                                                                        |     | 40        |
| 41 | Findings of Addition and Subtraction in Infants Are Robust and Consistent: Reply to Wakeley, Rivera, and Langer. <i>Child Development</i> , 2000, 71, 1535-1536. | 3.0 | 38        |
| 42 | Categories and Constraints in Causal Perception. <i>Psychological Science</i> , 2017, 28, 1649-1662.                                                             | 3.3 | 37        |
| 43 | Interrupting infants' persisting object representations: an object-based limit?. <i>Developmental Science</i> , 2006, 9, F50-F58.                                | 2.4 | 33        |
| 44 | Do infants have numerical expectations or just perceptual preferences?. <i>Developmental Science</i> , 2002, 5, 207-209.                                         | 2.4 | 30        |
| 45 | Eight-Month-Old Infants Infer Unfulfilled Goals, Despite Ambiguous Physical Evidence. <i>Infancy</i> , 2009, 14, 579-590.                                        | 1.6 | 29        |
| 46 | Competence models of numerical development. <i>Cognitive Development</i> , 1997, 12, 333-339.                                                                    | 1.3 | 23        |
| 47 | Constraints on natural altruism. <i>British Journal of Psychology</i> , 2009, 100, 481-485.                                                                      | 2.3 | 23        |
| 48 | Origins of Value Conflict: Babies Do Not Agree to Disagree. <i>Trends in Cognitive Sciences</i> , 2016, 20, 3-5.                                                 | 7.8 | 22        |
| 49 | Do Children and Adults Take Social Relationship Into Account When Evaluating People's™ Actions?. <i>Child Development</i> , 2020, 91, e1082-e1100.               | 3.0 | 19        |
| 50 | Do-gooder derogation in children: the social costs of generosity. <i>Frontiers in Psychology</i> , 2015, 6, 1036.                                                | 2.1 | 15        |
| 51 | Three-month-old human infants use vocal cues of body size. <i>Proceedings of the Royal Society B: Biological Sciences</i> , 2017, 284, 20170656.                 | 2.6 | 14        |
| 52 | Can I eat that too? 18-month-olds generalize social information about edibility to similar looking plants. <i>Appetite</i> , 2019, 138, 127-135.                 | 3.7 | 13        |
| 53 | Issues Concerning a Nativist Theory of Numerical Knowledge. <i>Mind and Language</i> , 1992, 7, 367-381.                                                         | 2.3 | 11        |
| 54 | Children's™ decision making: When self-interest and moral considerations conflict. <i>Journal of Experimental Child Psychology</i> , 2017, 161, 195-201.         | 1.4 | 10        |

| #  | ARTICLE                                                                                                                              | IF  | CITATIONS |
|----|--------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|
| 55 | The Origins of Psychological Axioms of Arithmetic and Geometry. <i>Mind and Language</i> , 1992, 7, 409-420.                         | 2.3 | 9         |
| 56 | The development of corporal third-party punishment. <i>Cognition</i> , 2019, 190, 221-229.                                           | 2.2 | 8         |
| 57 | The real problem with constructivism. <i>Behavioral and Brain Sciences</i> , 1994, 17, 707-708.                                      | 0.7 | 7         |
| 58 | People v. objects: a reply to Rakison and Cicchino. <i>Cognition</i> , 2004, 94, 109-112.                                            | 2.2 | 6         |
| 59 | Social Evaluation by Preverbal Infants. <i>Pediatric Research</i> , 2008, 63, 219-219.                                               | 2.3 | 4         |
| 60 | Do the same principles constrain persisting object representations in infant cognition and adult perception?., 2009, , 107-134.      |     | 3         |
| 61 | Number Processing and Arithmetic. , 2002, , 647-661.                                                                                 |     | 0         |
| 62 | Number Processing and Arithmetic â†. , 2017, , .                                                                                     |     | 0         |
| 63 | Adultsâ€™ pedagogical messages engender children's preference for selfâ€™resembling others. <i>Developmental Science</i> , 2021, , . | 2.4 | 0         |