

Roman Feiman

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📄 sites.brown.edu/bltlab

Employment

- 2023–present **Brown University.** Thomas J. and Alice M. Tisch Assistant Professor
Department of Cognitive, Linguistic, and Psychological Sciences
Program in Linguistics (secondary appointment)
- 2018–2023 **Brown University.** Assistant Professor
Department of Cognitive, Linguistic, and Psychological Sciences
- 2016–2018 **University of California, San Diego.** Postdoctoral Fellow
Advisor: David Barner
- 2015–2016 **Harvard University.** Postdoctoral Fellow
Advisors: Jesse Snedeker & Gennaro Chierchia

Education

- Ph.D. **Harvard University.** *Psychology*, 2015.
Advisors: Susan Carey & Jesse Snedeker
- M.A.Sc. **University of Waterloo.** *Psychology*, 2009.
Advisor: Mathieu LeCorre
- B.Sc. **University of Toronto.** 2008.
Majors: Psychology Research, Cognitive Science; Minor: Philosophy

Grants

(only direct costs listed)

Current

- 2023 **John S. McDonnell Subaward from Collaborative Activity \$40,000**
PI
Title: The emergence of modality in language and thought
- 2022-2023 **CIFAR Foundation Seed Funding (total \$50,000)**
Co-PI (with Zoe Ngo, Dror Dotan, Caren Walker, Filip van Opstal, Michael Skeide)
Title: Hippocampal streams for rule learning

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- 2022-2024 **Jacobs Foundation Fellowship** CHF 150,000
 PI
Title: Children's development of verbal reasoning
- 2020-2024 **NSF Collaborative Research Grant DRL #2000661** \$484,188 (total \$1,278,808)
 Co-PI (with David Barner at UCSD)
 Program: ECR-EHR Core Research, Directorate for Research on Learning
Title: Development of symbolic and non-symbolic representations of exact equality
- Completed**
- 2019-2022 **DARPA GAILA Grant #HR00111990064** \$351,943 (total \$1,384,213)
 Co-PI (with Ellie Pavlick and Carsten Eickhoff at Brown Computer Science)
 Program: Grounded Artificial Intelligence Language Acquisition (GAILA)
Title: Cognitively-motivated word learning in embodied virtual agents
- 2021 **Brown University Salomon Award** \$15,000
 PI
Title: The role of grammar and descriptions in referent identification
- 2016-2018 **McDonnell Foundation Collaborative Activity Award.**
 Postdoctoral Researcher
Title: The nature and origins of the human capacity for abstract combinatorial thought
- 2015-2016 **Mind/Brain/Behavior Interfaculty Initiative Faculty Award.** \$50,000
 Postdoctoral Researcher
Title: The structure of logical representations in language and thought
- 2010-2011 **Edmond J. Safra Center for Ethics Resident Fellowship.** \$28,000
 Co-PI (with Jennifer Sheehy-Skeffington)
Title: Why peers reject whistleblowers: A social cognitive examination

Awards

- 2023 University of Bath Research Placement of the Year
 [as host of internship for students from U of Bath]
- 2023 Carney Institute Junior Faculty Excellence in Mentoring Award
- 2023 Henry Merrit Wriston Fellowship
 [for exceptional junior faculty; awards one extra sabbatical at full pay]
- 2021 Association for Psychological Science (APS) Rising Star Award
- 2009-2015 Presidential Scholar, Harvard University
- 2015 Presidential Scholar Dissertation Completion Fellowship, Harvard University
- 2014 Norman Anderson Fund Research Award, Harvard University

- 2013 Society for Research in Child Development, Travel Award
- 2009-2012 National Science and Engineering Research Council of Canada, Postgraduate Doctoral Scholarship
- 2010-2011 Non-resident Fellowship, Edmond J. Safra Center for Ethics
- 2011 Barbara Ditmars Restricted Funds Research Award, Harvard University
- 2010 Stimson Research Award, Harvard University
- 2007 National Science and Engineering Research Council of Canada, Undergraduate Student Research Award

Refereed Journal Articles

* = trainee, † = equal contribution

Under Review

Brody, G.*, **Feiman, R.**†, Aravind, A.† (under review). Mutual exclusivity is in the message.

Dabkowski, M.*, Loo, A.*, Pavlick, E. **Feiman, R.** (under review). Language comprehension reveals natural logical ability.

Published

- in press Brody, G.*, **Feiman, R.** (in press). Mapping words to the world: Adults, but not children, understand how mismatching descriptions refer. *Journal of Experimental Psychology: General*.
- 2023 Gomes, V.*, Doherty, R.*, Smits, D.*, Goldin-Meadow, S., Trueswell, J., **Feiman, R.** (2023). It's not just what we don't know: The mapping problem in the acquisition of negation. *Cognitive Psychology*, 145, 101592. DOI: <https://doi.org/10.1016/j.cogpsych.2023.101592>
- Brody, G.*, **Feiman, R.** (2023). Polysemy does not exist, at least not in the relevant sense. *Mind & Language*. DOI: <https://doi.org/10.1111/mila.12474>
- 2022 **Feiman, R.**, Mody, S., Carey, S. (2022). The development of reasoning by exclusion in infancy. *Cognitive Psychology*, 135, 101473. DOI: <https://doi.org/10.1016/j.cogpsych.2022.101473>
- Schneider, R.*, Brockbank, E.*, **Feiman, R.**, Barner, D. (2022). Counting and the ontogenetic origins of exact equality. *Cognition*, 218, 104952. DOI: <https://doi.org/10.1016/j.cognition.2021.104952>
- 2021 Meyer, M.-C., **Feiman, R.** (2021). Priming reveals similarities and differences between three purported cases of implicature: Some, number, and free choice disjunctions. *Journal of Memory and Language*, 120, 104206. DOI: <https://doi.org/10.1016/j.jml.2020.104206>

- 2020 **Feiman, R.**, Maldonado, M., Snedeker, J. (2020). Priming quantifier scope: Reexamining the evidence against scope inversion. *Glossa: A Journal of General Linguistics*, 5(1), 35. DOI: <http://doi.org/10.5334/gjgl.1201>
- Skordos, D., **Feiman, R.**, Bale, A., Barner, D. (2020). Do children interpret *or* conjunctively? *Journal of Semantics*, 37(2): 247-267. DOI: <https://doi.org/10.1093/jos/ffz022>
- 2019 **Feiman, R.**, Hartshorne, J.K., Barner, D. (2019). Contrast and entailment: Abstract logical relations constrain how 2- and 3-year-old children interpret unknown numbers. *Cognition*, 183: 192-207.
- 2018 Reuter, T., **Feiman, R.**, Snedeker, J. (2018). Getting to no: Pragmatic and semantic factors in two- and three-year-olds' understanding of negation. *Child Development*, 89(4): e364-e381. DOI: 10.1111/cdev.12858
- 2017 **Feiman, R.**, Mody, S., Sanborn, S., Carey, S. (2017). What do you mean, no? Toddlers' comprehension of logical "no" and "not". *Language Learning and Development*, 13(4): 430-450.
- 2016 **Feiman, R.**, Snedeker, J. (2016). The logic in language: How *all* quantifiers are alike, but *each* quantifier is different. *Cognitive Psychology*, 87: 29-52.
- 2015 **Feiman, R.**, Carey, S., Cushman, F. (2015). Infants' representations of others' goals: Representing approach over avoidance. *Cognition*, 136: 204-214.
- 2008 Susskind, J.M., Lee, D., Cusi, A., **Feiman, R.**, Grabski, W., Anderson, A.K. (2008). Expressing fear enhances sensory acquisition. *Nature Neuroscience*, 11: 843-850.

Refereed Conference Proceedings (6-page papers)

- 2023 Traylor, A.*, **Feiman, R.** Pavlick, E. (2023). Can neural networks learn implicit logic from physical reasoning? *Proceedings of The Eleventh International Conference on Learning Representations (ICLR)*.
- 2022 Brody, G.*, **Feiman, R.** (2022). Mapping words to the world: Adults prioritize grammar, but children prioritize descriptions. *Proceedings of the 44th Annual Meeting of the Cognitive Science Society*.
- 2021 Schneider, R.*, **Feiman, R.**, Mendes, M.*, Barner, D. (2021). Pragmatic impacts on children's understanding of exact equality. *Proceedings of the 43rd Annual Meeting of the Cognitive Science Society*.
- Traylor, A.*, **Feiman, R.**, Pavlick, E. (2021). AND does not mean OR: Using formal languages to study language models' representations. *Proceedings of the 59th Annual Meeting of the Association for Computational Linguistics (ACL-IJCNLP)*.

Traylor, A.*, Pavlick, E., **Feiman, R.** (2021). Transferring representations of logical connectives. *Proceedings of the 1st Natural Logic meets Machine Learning (NALOMA) workshop*.

Letters and Commentaries

- 2023 McGrath, S.*, Russin, J.*, Pavlick, E., **Feiman, R.** (2023). Properties of LoTs: The footprint or the bear itself? [Peer commentary on “The best game in town: The re-emergence of the Language of Thought Hypothesis across the cognitive sciences” by J. Quilty-Dunn, Porot, N., & Mandelbaum, E.]. *Behavioral and Brain Sciences*, 46: e284. DOI: <https://doi.org/10.1017/S0140525X23001863>
- Feiman, R.** (2023). Conflict paradigms cannot reveal competence. [Peer commentary on “Advancing theorizing about fast-and-slow thinking” by W. De Neys]. *Behavioral and Brain Sciences*, 46: e120. DOI: <https://doi.org/10.1017/S0140525X22002941>
- 2022 Mandelbaum, E., Dunham, Y., **Feiman, R.**, Firestone, C., Green, E.J., Harris, D.W., Kibbe, M.M., Kurdi, B., Mylopoulos, M., Shepherd, J., Wellwood, A., Porot, N., Quilty-Dunn, J. (2022). Problems and mysteries of the many languages of thought. *Cognitive Science*, 46(12): e13225. [peer reviewed]

Book Chapters

- in press McDermott-Hinman, A.*, **Feiman, R.** (in press). The development of negation in language and thought. In F. Blanchette & C. Lukyanenko (Eds.), *Perspectives on negation: Views from across the language sciences*. De Gruyter Mouton.
[Chapter in edited volume, invited, peer reviewed]

Essays

- 2022 **Feiman, R.** (2022). How to help doctoral applicants write a great statement of purpose. *The Chronicle of Higher Education*, 69(9).

Refereed Conference Talks

- 2023 Zhu, Y.*, **Feiman, R.** (forthcoming). *Children selectively use "when" and "if" to talk about certain and uncertain possibilities*. Boston University Conference on Language Development. Boston, MA.
- McGrath, S.*†, Russin, J.*†, Pavlick, E., **Feiman, R.** (2023). *Can deep learning inform explanation in cognitive science?* Society for Philosophy and Psychology. Pittsburgh, PA.

- 2022 Brody, G.*, **Feiman, R.**[†] Aravind, A.[†] (2022). *2-year-olds derive mutual exclusivity inferences from contrastive focus*. Boston University Conference on Language Development. Boston, MA.
- Brody, G.*, **Feiman, R.** (2022). *Mapping words to the world: Adults prioritize grammar, but children prioritize descriptions*. Cognitive Science Society. Toronto, ON, Canada.
- Brody, G.*, **Feiman, R.**[†] Aravind, A.[†] (2022). *2-year-olds derive mutual exclusivity inferences from contrastive focus*. Experiments in Linguistic Meaning 2. Philadelphia, PA.
- Brody, G.*, **Feiman, R.** (2022). *The role of grammar and descriptions in referent identification*. Budapest CEU Conference on Cognitive Development. Held virtually.
- 2021 Gomes, V.*, Doherty, R.*, Smits, D.*, Goldin-Meadow, S., Trueswell, J. **Feiman, R.** (2021). *Not as hard as it looks? Linguistic, and not conceptual, ability drives negation acquisition*. Boston University Conference on Language Development. Held virtually. *winner of the Paula Menyuk award*.
- Dabkowski, M.*, **Feiman, R.** (2021). *Evidence of accurate logical reasoning in online sentence comprehension*. CUNY Conference on Human Sentence Processing. Held virtually.
- Schneider, R.*, **Feiman, R.**, Barner, D. (2021). *Not Exactly Fair: Investigating the Relationship Between Symbolic Number Knowledge and Equitable Resource Distribution in Children*. Society for Research on Child Development (SRCD). Held virtually.
- 2020 Traylor, A.*, Pavlick, E., **Feiman, R.** (2020). *Transferring Representations of Logical Connectives*. Natural Logic Meets Machine Learning (NALOMA). Brandeis University, Waltham, MA.
- Feiman, R.**, Meyer, M.C. (2020). *Implicature mechanisms are shared between Some and Number, but Free Choice Disjunction is different*. Semantics and Linguistic Theory (SALT) 30. Held virtually.
- Feiman, R.** (2020). *How children learn the meanings of negation words*. Linguistic Society of America meeting. New Orleans, LA.
- 2019 **Feiman, R.**, Snedeker, J. (2019). *The acquisition of negation: International adoption pulls apart conceptual and linguistic limits on learning*. Plenary symposium at Boston University Conference on Language Development. Boston, MA.
- Pozzan, L., **Feiman, R.**, Snedeker, J., Guasti, M.T., Dorn, K., Weinert, S., de Carvalho, A., Trueswell, J. (2019). *Not getting ahead of ourselves: A cross-linguistic investigation of children's understanding of negation*. Boston University Conference on Language Development. Boston, MA.

- Traylor, A.*, Pavlick, E., **Feiman, R.** (2019). *Learning Domain-General Reasoning by Exclusion with Neural Networks*. Workshop on Neural + Symbolic Representation & Reasoning at the Conference on Automated Knowledge Base Construction (AKBC). Amherst, MA.
- 2017 **Feiman, R.**, Carey, S. (2017). *How to study the developmental origins of combinatorial thought*. Preconference Workshop at the Cognitive Development Society. Portland, OR.
- 2016 **Feiman, R.**, Mody, S., Carey, S. (2016). *The developmental origins of truth-functional negation*. Origins of Logical Reasoning Workshop. York University; Toronto, Canada.
- 2014 Reuter, T., **Feiman, R.**, Snedeker, J. (2014). *Young children's comprehension of negation*. Boston University Conference on Language Development. Boston, MA.
- Feiman, R.**, Mody, S., Carey, S., Snedeker, J. (2014). *The acquisition of verbal negation: early comprehension and the emergence of a combinatorial language of thought*. Boston University Conference on Language Development. Boston, MA.
- Mody, S., **Feiman, R.**, Carey, S. (2014). *The disjunctive syllogism: A case study in logical reasoning in infants and preschoolers*. International Conference on Infant Studies. Berlin, Germany.
- Feiman, R.**, Mody, S., Carey, S. (2014). *Children's understanding of logical "Not" in a disjunctive syllogism task*. Budapest CEU Conference on Cognitive Development. Budapest, Hungary.
- 2013 Sheehy-Skeffington, J., Goodale, B., **Feiman, R.** (2013). *Why peers reject whistleblowers: The search for a common mechanism*. Law & Society Association. Boston, MA.
- Feiman, R.**, Snedeker, J. (2013). *Priming logical form representations in 4-7 year olds*. Society for Research in Child Development. Seattle, WA.
- Feiman, R.**, Cushman, F., Carey, S. (2013). *14-month-olds use others' emotional expressions to predict their behavior, as long as it's not avoidance behavior*. Society for Research in Child Development. Seattle, WA.
- 2012 Cushman, F., Greene, J., Carey S., Young, L., Murray, D., **Feiman, R.**, Gordon-McKeon, S., Wharton, S. (2012). *Exploring moral intuitions: A case study of the action/omission distinction*. Society for Philosophy and Psychology. Montreal, Canada.

Refereed Conference Posters

- 2023 Gomes, V.*, Doherty, R.*, Smits, D.*, Goldin-Meadow, S., Trueswell, J., **Feiman, R.** (2023). It's not just what we don't know: The mapping problem in the acquisition of negation. *Society for Philosophy and Psychology*. Pittsburgh, PA.
- Brody, G.*, Mazalik, P.*, **Feiman, R.** (2023). Object files represent possibilities. *Society for Philosophy and Psychology* Pittsburgh, PA.
- Traylor, A.*, **Feiman, R.**, Pavlick, E. (2023). Can neural networks learn implicit logic from physical reasoning? *The Eleventh International Conference on Learning Representations (ICLR)*. Kigali, Rwanda.
- 2022 Illingworth, C.H.*, Kang, J.W.D.*, Gibbs, H.*, Davidson, K., **Feiman, R.** (2022). *Negative polarity or negative concord? Some children think 'any' means 'no'*. Boston University Conference on Language Development. Boston, MA. *winner of the Paula Menyuk award*.
- Brody, G.*, **Feiman, R.** (2022). Polysemy does not exist, at least not in the relevant sense. *Society for Philosophy and Psychology*. Milan, Italy.
- Brody, G.*, **Feiman, R.** (2022). In reference identification, children rely on descriptions, but adults prioritize grammar. *Cognitive Development Society*. Madison, WI.
- 2021 Traylor, A.*, **Feiman, R.**, Pavlick, E. (2021). AND does not mean OR: Using Formal Languages to Study Language Models' Representations. The 59th Annual Meeting of the Association for Computational Linguistics (ACL-IJCNLP) Virtual.
- Schneider, R.*, **Feiman, R.**, Mendes, M.*, Barner, D. (2021). Pragmatic impacts on children's understanding of exact equality. The 43rd Annual Meeting of the Cognitive Science Society. Virtual.
- Dabkowski, M.*, **Feiman, R.**, (2021). *Accurate spontaneous logical reasoning in online sentence comprehension*. *Society for Philosophy and Psychology*. Virtual.
- Schneider, R.*, **Feiman, R.**, Barner, D., (2021). *Semi-numerate children as a model for studying the origins of exact numerical equality*. Budapest CEU Conference on Cognitive Development. Budapest, Hungary.
- Oraa Ali, M.*, **Feiman, R.** (2021). *(When) do children know what "each" means?* Budapest CEU Conference on Cognitive Development. Budapest, Hungary.
- 2020 Lopez, K.*, **Feiman, R.** (2020). *Some alternatives are worth considering: Children who compute scalar implicatures know that "some" means not all, but "dax" doesn't*. Boston University Conference on Language Development. Boston, MA.

- Gomez, V., Huh, Y., Goldin-Meadow, S., **Feiman, R.**, Trueswell, J. (2020). *Observing negation: Artificial and naturalistic Human Simulation Paradigms*. Boston University Conference on Language Development. Boston, MA.
- Feiman, R.**, Barner, D. (2020). *How language changes thought: Learning number words supports match-to-sample*. Budapest CEU Conference on Cognitive Development. Budapest, Hungary.
- 2019 **Feiman, R.**, Snedeker, J. (2019). *The acquisition of negation: International adoption pulls apart conceptual and linguistic limits on learning*. Society for Philosophy and Psychology. San Diego, CA.
- Feiman, R.**, Barner, D. (2019). *Learning number words helps children tell which quantities match*. Society for Philosophy and Psychology. San Diego, CA.
- 2018 **Feiman, R.**, Barner, D. (2018). *The acquisition of quantifiers: The universality and distributivity of each*. Boston University Conference on Language Development. Boston, MA.
- 2017 Barner, D., Skordos, D., **Feiman, R.**, Bale, A. (2017). *The trouble with disjunction*. Boston University Conference on Language Development. Boston, MA.
- Feiman, R.**, Barner, D. (2017). *Learning to quantify: Every and all are easy, but each is hard*. Cognitive Development Society. Portland, OR.
- 2016 **Feiman, R.**, Snedeker, J. (2016). *Priming of quantifier scope resolution reveals differences between each and every one, but similarities across all*. CUNY conference on Human Sentence Processing. Gainesville, FL.
- 2015 **Feiman, R.**, Snedeker, J. (2015). *Online processing of verbal negation in 2-year-olds*. Cognitive Development Society. Columbus, OH.
- Feiman, R.**, Mody, S., Sanborn, S., Carey, S., Snedeker, J. (2015). *Comprehension of verbal negation in 2-year-olds*. Society for Research in Child Development. Philadelphia, PA.
- Feiman, R.**, Moher, M., Carey, S. (2015). *Infants' abilities to update quantity representations across locations*. Society for Research in Child Development. Philadelphia, PA.
- Mody, S. **Feiman, R.**, Carey, S. (2015). *The emergence of domain-general reasoning by exclusion*. Society for Research in Child Development. Philadelphia, PA.
- 2014 **Feiman, R.**, Mody, S., Carey, S. (2014). *The development of propositional thought: Logical schemas and operators as case study*. Society for Philosophy and Psychology. Vancouver, Canada.
- Brookhyser, T. **Feiman, R.**, Snedeker, J. (2014). *Young children's comprehension of negation*. CUNY conference on Human Sentence Processing. Columbus, OH.

- 2013 Mody, S. **Feiman, R.**, Carey, S. (2013). *Seventeen-month-olds reason by exclusion when searching*. Cognitive Development Society. Memphis, TN.
- 2012 **Feiman, R.**, Aiello, C., Snedeker, J. (2012). *Picture priming of logical form generalizes across nouns, but not across verbs*. CUNY Conference on Human Sentence Processing. New York, NY.
- 2011 **Feiman, R.**, Cushman, F., Carey, S. (2011). *Infants fail to represent a negative goal, but not a negative event*. Society for Research in Child Development. Montreal, Canada.

Invited Talks

- forthcoming University of Maryland, Cognitive Science Colloquium. Mar. 14, 2024
University of Stirling, UK, ARED Workshop III: Propositional Thought and Truth-Functional Reasoning. Feb. 1-2, 2024
- 2023 Boston College, NSF REU Program. June 28, 2023
Brown University, Carney Institute Lunch Talk. April 27, 2023
Northeastern University, Cognitive Area. April 20, 2023
- 2022 Brown University, Computer Science Department. Invited panelist at symposium on Compositionality in Humans and Machines, Oct. 13, 2022
University of Wisconsin, Madison, Cognition and Development Series, Apr. 20, 2022
Harvard University, Cognition, Brain and Behavior Research Seminar, Mar. 24, 2022
- 2021 UC San Diego, Language and Development Lab, Apr. 9, 2021
University of Pennsylvania, Experimental Study of Meaning Lab, Apr. 2, 2021
Stanford University, Social Learning Lab, Feb. 12, 2021
- 2020 UC San Diego, Language and Development Lab, May 22, 2020
Harvard University, Language and Cognition series, Mar. 3, 2020
- 2019 University of Toronto, Developmental brownbag, Oct. 25, 2019
Stanford University, McDonnell focused workshop on relational reasoning, Jul. 5-6
- 2018 Brown University, CLPS, Michael S. Goodman Memorial Colloquium, Jan. 21
- 2017 Yale University, Current Work in Developmental Psychology series, Nov. 8
San Diego McDonnell plenary workshop on propositional thought, Jun. 12-13
Budapest McDonnell planning workshop on the development of negation, Jan. 9-10
- 2016 NSF Advisory Panel on the development of number, Cambridge, MA. Nov. 7
NYU, Psychology Department Colloquium, Nov. 17

- 2015 École Normale Supérieure, Paris, Linguae Group, Dec. 5
 École Normale Supérieure, Paris, Experimental Philosophy Group, Dec. 3
 MIT, Computational Cognitive Science Lab, Nov. 4
- 2014 Boston University, Child Cognition Lab, Nov. 20
 Stanford University, Sep. 25
 UC Berkeley, Language and Development Lab, Sep. 23
 MIT, Linguistics Lunch, Sep. 9
 MIT, Logical Form Reading Group, Apr. 28
- 2011 Harvard Medical School, Project in Psychiatry and The Law, May. 18

Teaching

Brown University

- 2020-present **CLPS 1850/CSCI 1952I. Language Processing in Humans and Machines.** *(Co-taught with Prof. Ellie Pavlick in Computer Science)*
 Spring 2023: 48 students; Spring 2021: 55 students; Spring 2020: 41 students
- 2019-present **CLPS 1860. Logic in Language and Thought.**
 Fall 2023: 18 students; Fall, 2020; 5 students (on zoom); Spring 2019: 10 students
- 2019-present **CLPS 1660. Learning Compositional Language.**
 Fall 2021: 14 students; Fall 2019: 9 students
- 2018 **CLPS 1800. Language Processing.**
 Fall 2018: 17 students

Summer Schools

- forthcoming **CreteLing 2024, Rethymno, Greece**
Language acquisition (co-taught with Athulya Aravind)
- 2023 **CreteLing 2023, Rethymno, Greece**
The development of negation in language and thought
- 2019 **Special A Academy, Beijing, China**
Introduction to psychology
Research methods

Previous

- 2013 **Harvard University, Head Teaching Fellow**
Psychological Science. Introductory level psychology course
- 2012 **Harvard University, Teaching Fellow**
Psychological Science. Introductory level psychology course
- 2011 **Harvard University, Instructor**
Sophomore Tutorial in Psychology

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2009 **University of Waterloo, Teaching Assistant**
Introduction to Developmental Psychology

University of Waterloo, Teaching Assistant
Introduction to Cognitive Psychology
Guest lecturer on psychology of language

Mentoring and Advising

Postdoctoral Scholars

2020-present Gabor Brody, PhD from Central European University

2023-present Brian Leahy, PhD from Harvard University
(co-advised with Josh Tenenbaum at MIT)

Graduate Students

2023-present Laila Johnston (PhD student in Cognitive Science)

2021-present Annika McDermott-Hinman (PhD student in Cognitive Science)

2021-present Yanwan Zhu (PhD student in Cognitive Science)

2019-present Aaron Traylor
(PhD student in Computer Science; co-advised with Ellie Pavlick)

2022-present Sam McGrath
(MA student in Cognitive Science; concurrent PhD in Philosophy at Brown)

2019-2021 Misha Oraa Ali (MA in Cognitive Science)

Undergraduate Honors Theses

2023-present Alyssa Loo (Thesis in Computer Science; co-advised with Ellie Pavlick)

2023-present Ariel Stein (Thesis in Linguistics)

2023-present Ciara Broomfield (Thesis in Psychology, University of Bath)

2023-present Peri Clayton (Thesis in Psychology, University of Bath)

2022-2023 Caitlin Illingworth (Thesis in Psychology, University of Bath)

2021-2022 Daniel Smits (Thesis in Computer Science; co-advised with Ellie Pavlick)

2020-2021 Rebecca Doherty (Thesis in Psychology, University of Bath)

2019-2020 Kelsie Lopez (Thesis in Psychology; Premium [award] in psychology)

2019-2020 Jee Won Diane Kang (Thesis in Psychology; Premium [award] in psychology)

Previous

2011-2016 **Resident Tutor.** *Harvard University, Cabot House.*

Primary academic advisor to 8 sophomores per year.

Academic and residential advisor to the residents of Cabot House, 1/12th of Harvard's undergraduate student body

2011-2015 **Psychology Concentration Advisor.** *Harvard University.*
Primary academic advisor for 20-30 undergraduate psychology concentrators (majors) per year

Service

Departmental and University

- 2020-present Creating and directing the Brown Developmental Labs shared participant database
- 2023-present Sophomore Advisor
 - 2022-2023 Faculty Search Committee in Cognitive Psychology
 - 2019-2023 Psychology Concentration Advisor
 - 2020-2023 Diversity and Inclusion Committee, Community Outreach Subcommittee (chair)
 - 2018-2022 Organizer for LingLangLunch Brownbag series
 - 2019-2023 Psychology Concentration Advisor
 - 2019, 2021 Eimas Award Selection Committee
 - 2018-2020 Climate Committee
 - 2018-2019 Linguistics Sc.B. Curriculum Design Committee

Professional

Leadership

- 2023-present Society for Philosophy and Psychology: Secretary-Treasurer
- 2022-2025 Society for Philosophy and Psychology: Executive Committee Member, Diversity Committee Member
- 2020-2023 Semantics and Linguistic Theory: Executive Committee

Membership

Association for Psychological Science
Linguistic Society of America
Society for Philosophy and Psychology
Cognitive Development Society
Cognitive Science Society

Conference Organization

- 2023 NSF-funded Workshop on Equality & Exact Number (w/ David Barner)
- 2022 McDonnell Network Workshop on the processing of logical entailment (w/ Thomas Icard)

- 2021-2022 Meeting of the Society for Philosophy and Psychology (SPP 2022), Milan, IT (w/ Chaz Firestone, Shannon Spaulding, Maria Spychalska, Eva Rafetseder, and Adrian Alsmith)
- 2020-2021 Semantics and Linguistic Theory (SALT 31), virtual (w/ Polly Jacobson and Scott AnderBois)
- 2017 Cognitive Development Society (CDS) pre-conference workshop, *The Ontogenetic Origin of Abstract Combinatorial Thought* (w/ Susan Carey, Dedre Gentner, and Susan Hespos)

Grant Reviewing

- 2023 Reviewer for Fulbright-Nehru Doctoral Research Fellowships in Psychology
- 2021 NSF Review Panel
- 2020 Ad Hoc Review for NSF Panel

Ad Hoc Reviewer: Journals

Acta Psychologica, Applied Psycholinguistics, Child Development, Cognition, Cognitive Science, Cognitive Development, Collabra: Psychology, Developmental Psychology, Developmental Science, Disputatio, Frontiers in Psychology, Glossa, Infant and Child Development, Journal of Experimental Child Psychology, Journal of Experimental Psychology: General, Journal of Semantics, Language Learning and Development, Lingua, Philosophers' Imprint, Proceedings of the National Academy of Sciences, Psychological Science, Psychological Review

Ad Hoc Reviewer: Conferences

Cognitive Science Society, CUNY Conference on Human Sentence Processing, Experiments in Linguistic Meaning, Semantic and Linguistic Theory, Society for Philosophy and Psychology, Society for Research in Child Development, Budapest CEU Conference on Cognitive Development