

E. Emory Davis

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Employment

Postdoctoral Research Fellow 2020 – present
Department of Cognitive Science and School of Education, Johns Hopkins University
PIs: Barbara Landau, Amy Shelton

Education

Ph.D. Johns Hopkins University, Cognitive Science 2019
Dissertation: *Does seeing mean believing? The development of children's semantic representations for perception verbs*
Advisors: Barbara Landau, Kyle Rawlins

M.A. Johns Hopkins University, Cognitive Science 2016

B.A. Barnard College, Columbia University, Linguistic Anthropology 2007
Summa Cum Laude

Publications

Davis, E. E., & Landau, B. (2020). Seeing and believing: The relationship between perception and mental verbs in acquisition. *Language Learning and Development*.

Davis, E. E., & Landau, B. Seeing vs. Seeing That: Children's Understanding of Direct Perception and Inference Reports. (in press). *Proceedings of Experiments in Linguistic Meaning 1*.

Landau, B., Cortesa, C. S., Davis, E. E., Jones, J. D., Hager, G. D., Khudanpur, S., & Shelton, A. L. (under revision). Young children's block-building exhibits remarkable constraints in their full paths of construction.

Shelton, A. L., Cortesa, C. S., Davis, E. E., Jones, J. D., Hager, G. D., Khudanpur, S., & Landau, B. (under revision). Characterizing Spatial Construction Processes: Cognitive Constraints and Variability.

Conference Presentations

Davis, E. E., & Landau, B. Seeing vs. Seeing That: Children's Understanding of Direct Perception and Inference Reports. Talk: Experiments in Linguistic Meaning 1 (Virtual), 2020.

Davis, E. E., & Landau, B. What counts as seeing? Young children's understanding of perceptual reports. Poster: Annual Virtual Meeting of the Cognitive Science Society, 2020.

Davis, E. E., & Landau, B. Seeing vs. Seeing That: Interpreting reports of direct perception and inference. Talk: MASCIM 8, New York, NY, 2019.

Davis, E. E., & Landau, B. *Seeing vs. Seeing That*: Children's understanding of syntactic markers of perception and inference. Poster: 2019 Biennial Meeting of the Society for Research in Child Development, Baltimore, MD, 2019.

Davis, E. E. Non-neutral relatives: A case for intensional *see*. Poster: Annual Meeting of the Linguistic Society of America, New York, NY, 2019.

Davis, E. E., & Landau, B. Does *see that* help children learn *think that*? The intersection of perception and mental verbs in development. Poster: Boston University Conference on Language Development, Boston, MA, 2018.

Davis, E. E., Vijay, A., Yang, M., Landau, B. The intersection of perception and mental verbs in development. Poster: Society for Philosophy and Psychology, Baltimore, MD, 2017.

Davis, E. E. Perception-as-attitude verbs: *as*-prepositional phrase complements. Poster: MACSIM 5, Newark, DE, 2015.

Davis, E. E. Mental verbs in Nicaraguan Sign Language and the role of language in Theory of Mind. Poster: Boston University Conference on Language Development, Boston, MA, 2013.

Honors and Awards

Johns Hopkins University Krieger School Dean's Postdoctoral Science Teaching Fellowship, 2020

Johns Hopkins University Graduate Representative Organization Travel Grant, 2018

Phi Beta Kappa Society, 2007

Barnard College Dean's List, 2003-2007

Departmental Talks

Characterizing spatial construction processes through block building. Cognitive Science Department, Johns Hopkins University, 2021.

Does seeing mean believing? The development of children's understanding of perception verbs. Cognitive Science Department, Johns Hopkins University, 2018.

Perception Verbs: Semantics & Acquisition. Laboratory for Child Development, Department of Psychological and Brain Sciences, Johns Hopkins University, 2017.

Perception Verbs: Semantics & Acquisition. Cognitive Science Department, Johns Hopkins University, 2017.

Invited Talks

Perception Verbs: Semantics & Acquisition. Talk and Q&A for students in Columbia University's Linguistics Program, New York, NY, 2019.

Theory of Mind and Language: Necessary or Sufficient? JHU Omega Psi 4th Annual Undergraduate Cognitive Science Conference, Baltimore, MD, 2019.

Teaching Experience

JHU Theory of Mind and the Science of 'Mindreading' (2 sections). Instructor. Fall 2020.

JHU Language and Mind Honors Section. Instructor. Fall 2019.

JHU Theory of Mind (Intersession Course). Instructor. January 2019.

JHU Syntax I. Teaching Assistant (Prof. Geraldine Legendre). Spring 2018.

JHU Language and Mind. Teaching Assistant (Prof. Colin Wilson). Fall 2017.

JHU Phonology. Teaching Assistant (Prof. Colin Wilson). Spring 2016 and 2017.

JHU Cognition. Teaching Assistant (Profs. Colin Wilson and Soojin Park). Fall 2016.

JHU Semantics I. Teaching Assistant. (Prof. Kyle Rawlins). Fall 2015.

JHU World of Language. Teaching Assistant and Fieldwork Instructor (Prof. Geraldine Legendre). Fall 2014.

Guest Lectures:

JHU Developmental Cognitive Neuroscience (Prof. Barbara Landau). September 9, 2019.

JHU Language and Thought. (Prof. Barbara Landau). November 7, 2018.

JHU Philosophy of Perception. (Prof. Steven Gross). March 28, 2017.

Student Advising & Research Supervising

Nafisa Haque (undergraduate, Johns Hopkins University). Spring 2020-Spring 2021.

Stella Li (undergraduate, Johns Hopkins University). Spring 2020-Spring 2021.

Zihan Wang (undergraduate, Johns Hopkins University). Spring 2020-Spring 2021.

Kiley McKee (undergraduate, Johns Hopkins University). Summer 2019, Spring 2020-Summer 2020.

Clara Darcy (undergraduate, Johns Hopkins University). Spring 2020.

Sydney Sappenstein (undergraduate, Johns Hopkins University). Fall 2018-Summer 2019.

Isabelle Baptista (undergraduate, Johns Hopkins University). Summer 2018.

Arunima Vijay (undergraduate, Johns Hopkins University). Fall 2016-Spring 2018.

Mingyu Yang (undergraduate, Johns Hopkins University). Fall 2016.

Christian Nakazawa (undergraduate, Dartmouth College). Summer 2016.

Past Research Experience

Language Acquisition and Development Research Lab, Barnard College. 2006-2007
Supervised by Dr. Ann Senghas.

Service

Cognitive Science Colloquium Committee, Graduate Student Member. 2016-2018

Brain Awareness Day, Presenter. 2016-2017

Professional Memberships

Cognitive Science Society

Linguistic Society of America

Society for Research in Child Development

Languages

Spanish, intermediate-advanced.

German, basic.

Experience with Swahili and American Sign Language.