

Lucy M. Stowe

PhD Student

lstowe@ucdavis.edu

Center for Mind and Brain
University of California, Davis

EDUCATION

Doctor of Philosophy	Psychology University of California, Davis <i>Area: Developmental Psychology</i> <i>Advisor: Kristin H. Lagattuta, PhD</i>	2022 - Current
Bachelor of Arts	Psychology Boston University <i>Thesis advisor: Peter Blake, EdD</i>	2016 - 2020

FELLOWSHIPS

Dean's Summer Fellowship <i>University of California, Davis</i>	2024
Early Graduate Career Fellowship <i>University of California, Davis</i>	2024

HONORS & AWARDS

Templeton Travel Award <i>University of California, Davis, Psychology Dept.</i>	2024
Diverse Mentoring Initiative <i>University of California, Davis, Psychology Dept.</i>	2024
Community Cultivation Award <i>University of California, Davis, Psychology Dept.</i>	2023
Diverse Mentoring Initiative <i>University of California, Davis, Psychology Dept.</i>	2023
Dukes Fund Travel Award <i>University of California, Davis, Psychology Dept.</i>	2022
Graduation with Distinction <i>Boston University</i>	2020

Commencement Research Award <i>Boston University</i>	2020
Undergraduate Research Opportunity Program <i>Boston University</i>	2018
Dean's List, College of Arts and Sciences <i>Boston University</i>	2017 - 2020

PUBLICATIONS

Farrukh, U., **Stowe, L.M.**, & Chernyak, N. (*Under revision*). Parenting Styles and Free-Will Beliefs Impact 4-8-Year-Old Children's Ideas About Fairness and Rectification of Social Inequality.

Midgett, A., Ma, D., **Stowe, L. M.** & Chernyak, N. (2023) US and Chinese preschoolers normalize household inequality. *Proceedings of the National Academy of Sciences*, 120 (38).

<https://www.pnas.org/doi/10.1073/pnas.2301781120>

Stowe, L. M., Peretz-Lange, R., & Blake, P. R. (2022). Children consider procedures, outcomes, and emotions when judging the fairness of inequality. *Frontiers in psychology*, 13, 815901.

<https://doi.org/10.3389/fpsyg.2022.815901>

IN PREPARATION

Stowe, L.M., Foster-Hanson, E. & Basevich, E. (In prep). Rawls and Childhood Moral Development.

Stowe, L.M., Wilson, Z.H., Yu, E., Peretz-Lange, R. & Blake, P.R. (In prep). How children use emotions to form fairness judgments of inequality

Stowe, L. M., Azzam, A. & Chernyak, N. (In prep). How does experience with and reflection on inequality moderate acceptance of inequality and beliefs about wealth redistribution?

CONFERENCE PRESENTATIONS

Stowe, L., Farrukh, U. & Chernyak, N. (2025, May) The Relationship Between Agency and 4-8-Year-Olds' Beliefs About Inequality. Symposium submitted to the Society for Research in Child Development conference in Minneapolis, MN.

Stowe, L., Khanna, S., Kramer, H., Lara, K. & Lagattuta, K. (2025, May) Children's and adults' reasoning about how distal and proximal expectations shape emotions. Poster submitted to the Society for Research in Child Development conference in Minneapolis, MN.

Stowe, L., Khanna, S., Kramer, H., Lara, K. & Lagattuta, K. (2024, March) Anticipating the future: children's and adult's reasoning about the emotional benefits of varying expectation management strategies. Poster presented at the Cognitive Development Society Conference in Pasadena, CA.

Farrukh, U., **Stowe, L.** & Chernyak, N. (2023, July) Authoritative parenting and beliefs in agency impact children's views on fairness and inequality. Poster presented at Cognition in Context: Cognitive Science Society in Sydney, Australia.

Blake, P., Wilson, Z., **Stowe, L.**, Yu, E. & Peretz-Lange, R. (2023, June) Towards a causal role of emotions in shaping children's fairness judgments. Symposium paper presented at the Jean Piaget Society in Madrid.

Stowe, L., Khanna, S., Kramer, H., Lara, K. & Lagattuta, K. (2023, May) Bracing for Disappointment: Children's and Adults' Reasoning about the Emotional Benefits of Lowering Expectations. Talk presented at the Bay Area Affective Science Conference at UC Davis.

Khanna, S., **Stowe, L.**, Kramer, H., Lara, K. & Lagattuta, K. (2023, March) Bracing for Disappointment: Children's and Adults' Reasoning about the Emotional Benefits of Lowering Expectations. Poster presented at the Society for Research in Child Development Biennial Conference in SLC, Utah.

Ma, D., **Stowe, L.** Sarmiento, M., Midgette, A., & Chernyak, N. (2023, March) In the US and China, preschoolers know that moms do more housework and childcare. Poster presented at the Society for Research in Child Development Biennial Conference in SLC, Utah.

Blake, P., Wilson, Z., **Stowe, L.** & Peretz-Lange, R. (2023, March) Perspective-dependent emotions shape children's judgments of fairness. Symposium talk presented at the Society for Research in Child Development Biennial Conference in SLC, Utah.

Stowe, L., Ma, D., Midgette, A., & Chernyak, N. (2022, April) US and Chinese Young Children's Sensitivity to Inequality: The Case of Household Labor. Poster presented at The Cognitive Development Society conference in Madison, WI.

Stowe, L., & Chernyak, N. (2022, February) How 4-8-year-old children evaluate and rectify merit-based, random, self-chosen, and structural inequalities. Poster presented at the Society of Personality and Social Psychology "Origins of the Social Mind" pre-conference.

Stowe, L. & Chernyak, N. (2021, November) How does reflecting on a disadvantage impact support for equity-based resource allocations and wealth redistribution? Poster presented at the annual Trends in Psychology Summit (TiPS). Virtual conference.

Stowe, L. & Chernyak, N. (2021, July) How 4-8-year-old children justify and rectify structural, merit-based, random, and self-chosen inequalities. Poster presented at the Society for Philosophy and Psychology. Virtual conference.

Ma, D., **Stowe, L.** & Chernyak, N. (2021, July) Young Children's Evaluation and Categorization of Distinct Moral Actions. Poster presented at the Society for Philosophy and Psychology. Virtual conference.

Stowe, L., Wilson, Z., Maehl, I. & Blake, P. (2021, April) When fair procedures produce unequal outcomes, how do children feel? Poster presented at the Society for Research in Child Development. Virtual conference.

Harvey, T., **Stowe, L.**, Maehl, I., Wilson, Z., & Blake, P. (2021, April) The fairness gap for self and others in development: The case of fair procedures. Talk presented at the Society for Research in Child Development. Virtual conference

TEACHING & MENTORSHIP

Mentorship

- 2024 – 2025 Graduate Student Mentor, Honors Thesis: Luke Roncevich – UC Davis
Title: Student Athletes’ Experiences and Emotions
- 2023, 2024 Diverse Mentoring Initiative – UC Davis Department of Psychology
Awarded for mentorship of undergraduate students from historically underrepresented backgrounds in the field of psychology
- 2022 – 2024 Graduate Student Mentor, Honors Thesis: Sonakshi Khanna – UC Davis
Title: Bracing for Disappointment: Children’s and Adults’ Reasoning about the Emotional Benefits of Lowering Expectations
- 2022 – 2024 Access Grads – UC Davis
Access Grads aims to boost diversity in graduate schools by pairing interested undergraduates with graduate student mentors and connect them to the greater scientific community at Davis.

Teaching

“[Lucy was] very detail oriented. Reached out to me with multiple resources and extra credit opportunities when I was struggling in course.”

Research Methodology, UC Davis	Fall 2024
Developmental Psychology, UC Davis	Winter 2024
Neurodevelopmental Disorders, UC Davis	Fall 2023
Cognitive Development, UC Davis	Summer 2023
Social Cognition, UC Davis	Spring 2023
Developmental Psychology, UC Davis	Winter 2023, 2024
Social Psychology, UC Davis	Fall 2022

PROFESSIONAL DEVELOPMENT

2023 – 2024	Journal for Science Policy and Governance, Duke University <i>Media Relations Ambassador</i>
2023	UC Davis Cognitive Sciences Conference (Panelist: Graduate Student Panel)
2023	UC Davis Undergraduate Advising Meeting (Panelist: Navigating Graduate School)

ACADEMIC SERVICE AND LEADERSHIP POSITIONS

2024	Student Member, Department of Psychology Visibility Committee
2024	President, Psychology Student Association (PsychSA) – UC Davis
2023	President, Psychology Student Association (PsychSA) – UC Davis
2022	Member, Psychology Student Association (PsychSA) – UC Davis

PROFESSIONAL AFFILIATIONS

2024	Graduate Student Member, Cognitive Development Society (CDS)
2023	Graduate Student Member, Bay Area Affective Science (BAAS)
2023	Graduate Student Member, Society for Research in Child Development (SRCD)
2022	Member, Cognitive Development Society (CDS)
2022	Member, Society for Personality and Social Psychology (SPSP)
2021	Member, Society for Research in Child Development (SRCD)
2021	Member, Society for Philosophy and Psychology (SPP)

RESEARCH EXPERIENCE

Graduate Student Researcher

Center for Mind and Brain – *PI: Kristin H. Lagattuta, PhD*

UC Davis

2022 – Current

- Assist in data collection on “Student Athletes’ Experiences and Emotions” study with the UC Davis football team (N = 45); collect survey data.
- Lead data collection on “Children’s and adults’ reasoning about how distal and proximal expectations shape emotions” study in 6- to 7-year-olds and adults (N = 100); collect survey and behavioral data.
- Supervise undergraduate research assistants on lab tasks and two honors theses.

Lab Manager

Department of Cognitive Sciences – *PI: Nadia Chernyak, PhD*

UC Irvine

2020 – 2022

- Lead data collection and data analysis on “US and Chinese preschoolers normalize household inequality” NSF-funded study with 3- to 10-year-olds (N = 215) (*PNAS*, Midgette, Ma, Stowe & Chernyak, 2023).
- Lead data collection and data analysis on “Parenting Styles and Free-Will Beliefs Impact 4-8-Year-Old Children’s Ideas About Fairness and Rectification of Social Inequality” NSF-funded study with 4- to 8-year-olds (N = 80) (Farrukh, Stowe & Chernyak, 2024; in revision).
- Lead project design, data collection, and data analysis on “How does experience with and reflection on inequality moderate acceptance of inequality and beliefs about wealth redistribution?” NSF-funded study with adults (N = 759) (Stowe, Azzam & Chernyak, in preparation).
- Trained, coordinated, and mentored a large team of research assistants and graduate students.
- Fostered community partnerships with local library branches and museums.

Products & Consumer Research Intern

Which?

London, UK

Winter 2020

- Conducted product research and assisted with editorial content.
- Analyzed and presented on predicted market trends in the UK for 2020.
- Used Data Studio to analyze SEO keyword searches for Which? to optimize brand reach.

Research Intern

Center for Autism Research Excellence – *PI: Helen Tager-Flusberg, PhD*

Boston University

Summer 2019

- Coded speech patterns of children with autism spectrum disorder using transcripts from “Eliciting language samples for analysis (ELSA) from children with Autism Spectrum Disorder” study using software ELAN.
- Created an instructional video for at-home assessments and developed a guide for adapting ELSA to different cultures.

Research Intern

Center for Brain and Cognitive Development – *Supervisor: Elena Piccardi, PhD*

Birkbeck, London

Winter 2018

- Conduct eye-tracking and EEG data pre-processing and cleaning using NetStation for “Measuring sensory learning differences between typically developing infants and infants with a sibling diagnosed with autism spectrum disorder” study.
- Input and analyze data in REDCap and conduct literature review on sensory processing.

Undergraduate Research Opportunities Program

Department of Psychological and Brain Sciences – *PI: Peter Blake, EdD*

Boston University

Summer 2018

- Awarded \$4,400 from Boston University to conduct research over the summer.
- Lead data collection on “The Effects of Inequality on Cognitive Ability in Childhood” study with 6- to 9-year-olds (N = 30); collected behavioral data on perceived social status and risk perception.

Clinical Research Assistant

Center for Anxiety and Related Disorders – *Supervisor, Lindsay Holly, PhD*

Boston University

June 2018 – March 2019

- Coded therapy sessions to measure clinician’s adherence to the diagnostic manual for “Investigating the effects of parenting stress on both parenting and child development; measuring effectiveness of a modular approach to therapy on children with anxiety, depression, and post-traumatic stress” study with adolescents.
- Observed and assisted with exposure therapy sessions; create and organize patient charts.

Research Assistant

Department of Psychological and Brain Sciences – *PI: Peter Blake, EdD*

Boston University

January 2016 – May 2020

- Assisted with data collection for “The experience of inequality: children's perception of social status and its impact on behavior and cognition” study with 6- to 9-year-olds (N = 142); collected survey and behavioral data on fluid intelligence and inhibitory control.
- Lead data collection for “Children consider procedures, outcomes, and emotions when judging the fairness of inequality” study with 3- to 8-year-olds (N = 130); collected survey and behavioral data (*Frontiers*, Stowe et al., 2022).
- Ran research studies on volunteers and collect data, both in the lab and in greater Boston area.
- Input and analyzed data using SPSS and R; managed database of participant contact information.
- Volunteered for Museum of Science Living Learning Laboratory (2017 – 2020).