

## **Course description**

**Name of the course:** Cognitive Development

**Instructor:** Zoltán Jakab Dr. habil.

### **Aims:**

To provide a comprehensive (although brief) overview of the main topics in developmental psychology, and to look at some specific issues deeper (perceptual and conceptual development; the development of social understanding).

### **Learning outcomes and competences:**

Participants of the course...

Knowledge:

- will learn about the current conceptual framework of cognitive development, namely core cognition, and later stages of cognitive development.

Skills:

- will formulate relevant questions, ideas for research; reason about the topic, and summarize their ideas in written form.

Attitude:

- will, hopefully, gain or deepen their interest in the discussed areas.

Autonomy and responsibility:

- will (be encouraged to) actively participate in the course, contribute their questions, reflections, and summarize their own thoughts in a term paper.

### **The content of the course:**

Topics:

- (1) Perceptual development, Overview
- (2) Piaget's view of cognitive development, and Vygotsky's critique
- (3) The development of attention, memory, and problem solving
- (4) Language acquisition
- (5) Mentalization: early development of the self and social understanding
- (6) Foundational questions of conceptual development: concept learning; non-referring concepts
- (7) More on perceptual development, I: Sight restoration after early blindness
- (8) More on perceptual development II: The development of colour vision
- (9) Core cognition and numerical cognition
- (10) The development of introspection and privileged access

### **System of evaluation:**

Term paper on a topic related to the course material.

### **Relevant literature:**

Compulsory reading:

1. Carey, S. (2009). *The Origin of Concepts*, Oxford University Press, Chs 4, 8.
2. Kovács I. (ed.) (2004). *Visual integration: development and impairments* (pp. 59–84). Akadémiai Kiadó.
3. Peter Carruthers (2011). *The opacity of mind*, Oxford University Press, Chs 1–3
4. Sandhofer, C., M., Smith, L., B. (1999). Learning Color Words Involves Learning a System of Mappings, *Developmental Psychology*, 35(3), 668–679
5. David R. Shaffer (2009). *Developmental Psychology: Childhood and Adolescence*, Cengage Learning; chapters to be specified later

Recommended reading:

6. Bangu, S. (2018). *Naturalizing Logico-Mathematical Knowledge*. Routledge, New York, London
7. Roberto DE Almeida & Lila R. Gleitman (eds.) (2018). *On Concepts, Modules, and Language; Cognitive Science at its Core*, Oxford University Press
8. Josef Perner, Michael Huemer, Brian Leahy (2015). Mental files and belief: A cognitive theory of how children represent belief and its intensionality, *Cognition* 145 (2015) 77–88.
9. Arlotti, N., Martin, A., Téglás, E., Vorobyova, L., Cetnarski, L., Bonatti, L. (2018). Precursors of logical reasoning in preverbal human infants, *Science* 359, 1263–1266
10. Knut Nordby: What Is This Thing You Call Color: Can a Totally Color-Blind Person Know about Color? In Torin Alter & Sven Walter (eds.) (2007). *Phenomenal concepts and Phenomenal Knowledge* Oxford University Press.
11. Cosmides L., Tooby, J. (2000). Consider the Source: The Evolution of Adaptations for Decoupling and Metarepresentation, In Dan Sperber (ed.), *Metarepresentations – A Multidisciplinary Perspective*, Oxford University Press, Oxford
12. DeVilliers, J., G, DeVilliers, P., A. (2003). Language for Thought: Coming to Understand False Beliefs, in: Dedre Gentner and Susan Goldin-Meadow (ed.) *Language in Mind*, Cambridge Mass. MIT Press
13. Flavell, J., Green, F., L., Flavell, E., R., Lin, N., T. (1999). Development of Children’s Knowledge about Unconsciousness, *Child Development*, 70 (2) 396–412.
14. Hulme, S., Mitchell, P., Wood, D. (2003). Six-year-olds’ difficulties handling handling intensional contexts, *Cognition*, 87, 73–99.
15. Gergely, G. (2002). The development of understanding self and agency. (pp. 26–46) In U. Goshwami (Ed.) *Blackwell Handbook of Childhood Cognitive Development*, Oxford: Blackwell.
16. Leslie, A. (1994). Pretending and believing: issues in the theory of ToMM, *Cognition*, 50, 211–238
17. Leslie, A. (2000). How to Acquire a Representational Theory of Mind, In Dan Sperber (ed.), *Metarepresentations – A Multidisciplinary Perspective*, Oxford University Press, Oxford
18. Leslie, A. (2000). “Theory of Mind” as a Mechanism of Selective Attention. In Michael S. Gazzaniga (ed.), *The New Cognitive Neurosciences*, Cambridge Mass. MIT Press
19. Leslie, A. (2002). Pretense and Representation Revisited. In Nancy L. Stein, Patricia J. Bauer, Mitchell Rabinowitz (ed.), *Representation, Memory and Development – Essays in Honor of Jean Mandler*, Lawrence Erlbaum Associates, Mahwah, NJ, London
20. Mitchell, P., Teucher, U., Bemmert, M., Ziegler, F., Wyton, R. (2009). Do Children Start Out Thinking They Don’t Know Their Own Minds? *Mind and Language*, 24(3) 328–346.

Further required reading is part of every course syllabus.