

Which Joint Actions Ground Social Cognition?

s.butterfill@warwick.ac.uk



A black and white photograph of two young children, a boy and a girl, standing close together against a dark background. The boy, on the left, has light-colored hair and is wearing a patterned long-sleeved shirt under dark overalls. He is smiling and looking towards the camera. The girl, on the right, also has light-colored hair and is wearing a dark top with a subtle pattern. She is also smiling and looking towards the camera. They appear to be interacting warmly.

challenge

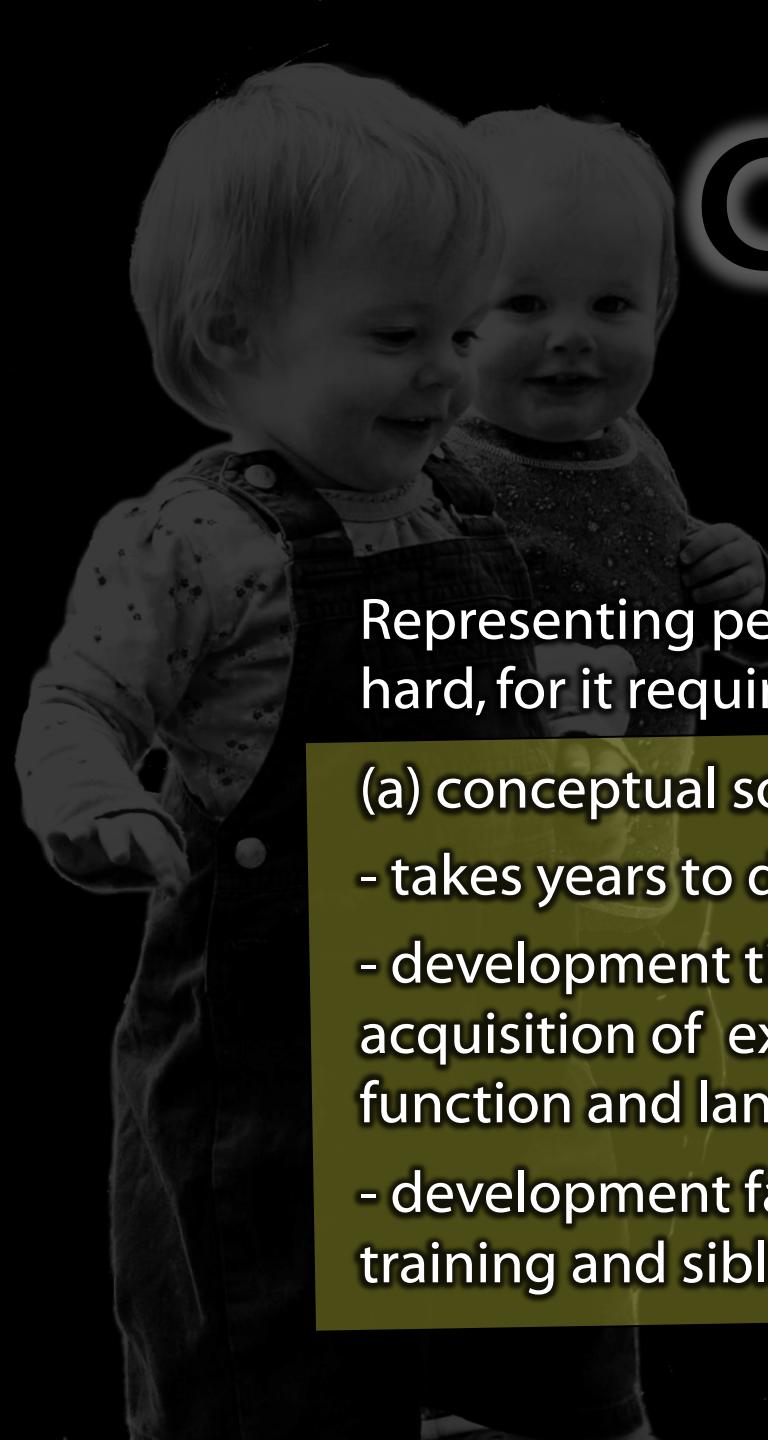
Explain the emergence, in evolution or development, of sophisticated forms of social cognition.



challenge

Explain the emergence, in evolution or development, of sophisticated forms of social cognition.

Representing perceptions, knowledge states and beliefs is hard, for it requires



challenge

Explain the emergence, in evolution or development, of sophisticated forms of social cognition.

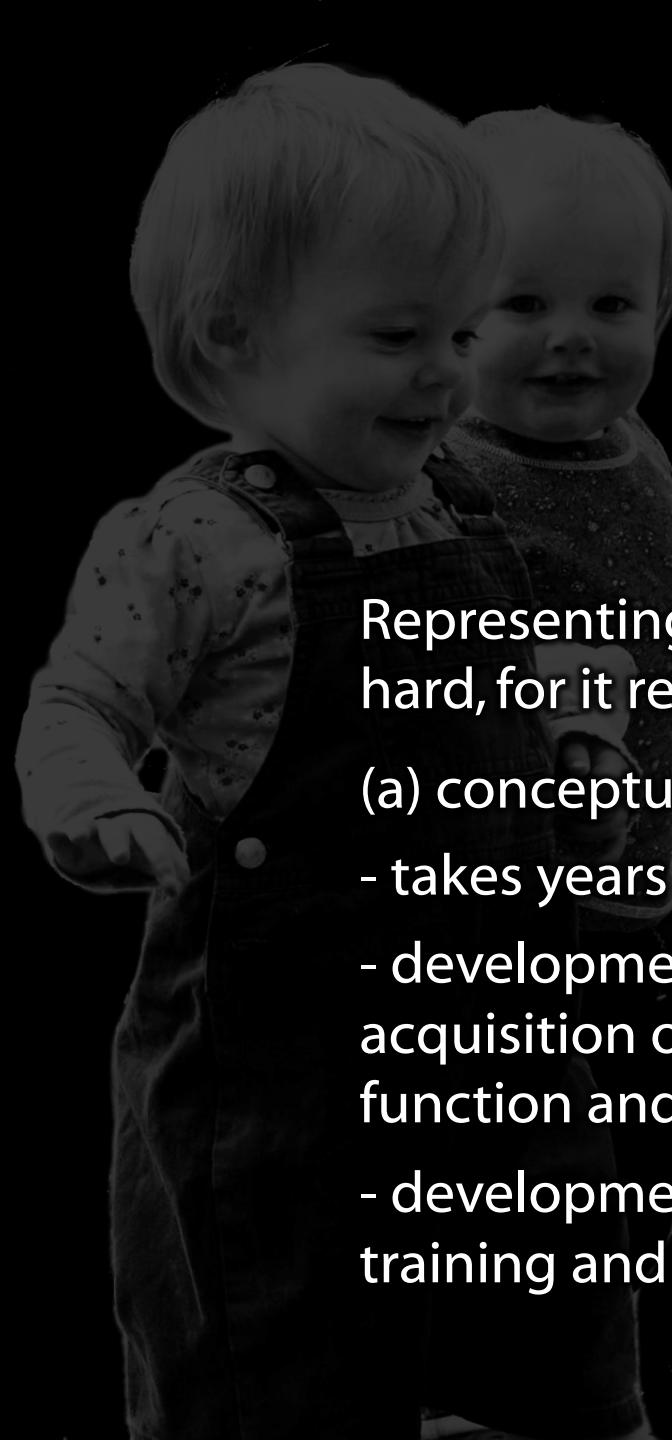
Representing perceptions, knowledge states and beliefs is hard, for it requires

(a) conceptual sophistication

- takes years to develop
- development tied to acquisition of executive function and language
- development facilitated by training and siblings

(b) scarce cognitive resources

- attention
- working memory



challenge

Explain the emergence, in evolution or development, of sophisticated forms of social cognition.

Representing perceptions, knowledge states and beliefs is hard, for it requires

(a) conceptual sophistication

- takes years to develop

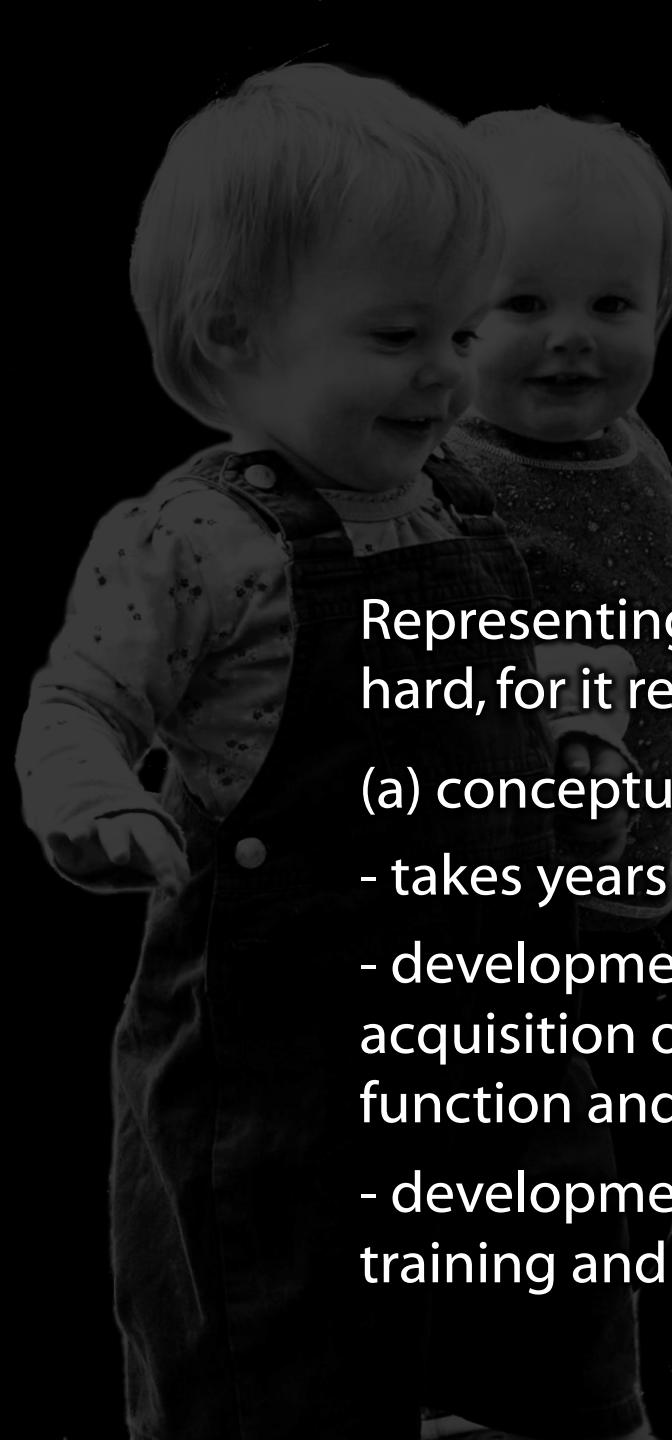
- development tied to acquisition of executive function and language

- development facilitated by training and siblings

(b) scarce cognitive resources

- attention

- working memory



challenge

Explain the emergence, in evolution or development, of sophisticated forms of social cognition.

Representing perceptions, knowledge states and beliefs is hard, for it requires

(a) conceptual sophistication

- takes years to develop
- development tied to acquisition of executive function and language
- development facilitated by training and siblings

(b) scarce cognitive resources

- attention
- working memory

A black and white photograph of two young children, a boy and a girl, standing close together against a dark background. The boy, on the left, has light-colored hair and is wearing a patterned long-sleeved shirt under dark overalls. He is smiling and looking towards the camera. The girl, on the right, also has light-colored hair and is wearing a dark top with a subtle pattern. She is also smiling and looking towards the camera. They appear to be interacting warmly.

challenge

Explain the emergence, in evolution or development, of sophisticated forms of social cognition.



“the unique aspects of human cognition ... were driven by, or even constituted by, social co-operation”

(Moll & Tomasello 2007)

“perception, action, and cognition are grounded in social interaction”

(Sebanz & Knoblich 2008)

A black and white photograph of two young children, a boy and a girl, standing close together and smiling. The boy is on the left, wearing a light-colored long-sleeved shirt with small patterns and dark overalls. The girl is on the right, wearing a dark top with a subtle pattern. They are both looking towards the camera with happy expressions.

challenge

Explain the emergence, in evolution or development, of sophisticated forms of social cognition.

conjecture

The existence of abilities to engage in joint action partially explains how sophisticated forms of social cognition emerge in evolution or development (or both)

A black and white photograph of two young children, a boy and a girl, smiling and interacting with each other. The boy is in the foreground, wearing overalls, and the girl is behind him, wearing a patterned top.

challenge

Explain the emergence, in evolution or development, of sophisticated forms of social cognition.

conjecture

The existence of abilities to engage in joint action partially explains how sophisticated forms of social cognition emerge in evolution or development (or both)

A black and white photograph of two young children, a boy and a girl, smiling and interacting with each other. The boy is in the foreground, wearing overalls, and the girl is behind him, wearing a patterned top. They appear to be in a playful or affectionate pose.

challenge

Explain the emergence, in evolution or development, of sophisticated forms of social cognition.

conjecture

The existence of abilities to engage in joint action partially explains how sophisticated forms of social cognition emerge in evolution or development (or both)

question

Given the conjecture, what could joint action be?

tidying up the toys together

(Behne et al 2005)

cooperatively pulling
handles in sequence to
make a dog-puppet sing

(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

painting a house together
(Bratman 1992)

lifting a heavy sofa together
(Velleman 1997)

preparing a hollandaise
sauce together
(Searle 1990)

going to Chicago together
(Kutz 2000)

walking together
(Gilbert 1990)

tidying up the toys together
(Behne et al 2005)

cooperatively pulling
handles in sequence to
make a dog-puppet sing
(Brownell et al 2006)

bouncing a ball on a large
trampoline together
(Tomasello & Carpenter 2007)

pretending to row a boat
together

shared intention

'I take a collective action to involve a collective [shared] intention.'

(Gilbert 2006, p.5)

'I take a collective action to involve a collective [shared] intention.'

(Gilbert 2006, p. 5)

'The sine qua non of collaborative action is a joint goal [shared intention] and a joint commitment'

(Tomasello 2008, p. 181)

'I take a collective action to involve a collective [shared] intention.'

(Gilbert 2006, p. 5)

'The sine qua non of collaborative action is a joint goal [shared intention] and a joint commitment'

(Tomasello 2008, p. 181)

'the key property of joint action lies in its internal component [...] in the participants' having a "collective" or "shared" intention.'

(Alonso 2009, pp. 444-5)

'Shared intentionality is the foundation upon which joint action is built.'

(Carpenter 2009, p. 381)

What is shared intention?

What is shared intention?



What is shared intention?

Functional characterisation

Substantial account



What is shared intention?

Functional characterisation

shared intention serves to
(a) coordinate activities, (b)
coordinate planning and (c)
structure bargaining

Substantial account



What is shared intention?

Functional characterisation

shared intention serves to
(a) coordinate activities, (b)
coordinate planning and (c)
structure bargaining



Substantial account

We have a shared intention
that we J if

“1. (a) I intend that we J and
(b) you intend that we J

“2. I intend that we J in
accordance with and
because of la, lb, and
meshing subplans of la and
lb; you intend [likewise] ...

“3. 1 and 2 are common
knowledge between us”

(Bratman 1993:View 4)

What is shared intention?

Functional characterisation

shared intention serves to
(a) coordinate activities, (b)
coordinate planning and (c)
structure bargaining

Intentions about intentions

Substantial account

We have a shared intention
that we J if

“1. (a) I intend that we J and
(b) you intend that we J

“2. I intend that we J in
accordance with and
because of la, lb, and
meshing subplans of la and
lb; you intend [likewise] ...

“3. 1 and 2 are common
knowledge between us”

(Bratman 1993:View 4)



What is shared intention?

Functional characterisation

shared intention serves to
(a) coordinate activities, (b)
coordinate planning and (c)
structure bargaining

Intentions about intentions

Knowledge of others' knowledge
of intentions about intentions

Substantial account

We have a shared intention
that we J if

“1. (a) I intend that we J and
(b) you intend that we J

“2. I intend that we J in
accordance with and
because of la, lb, and
meshing subplans of la and
lb; you intend [likewise] ...

“3. 1 and 2 are common
knowledge between us”

(Bratman 1993: View 4)

What is shared intention?

Functional characterisation

shared intention serves to
(a) coordinate activities, (b)
coordinate planning and (c)
structure bargaining

Intentions about intentions

Knowledge of others' knowledge
of intentions about intentions

Substantial account

We have a shared intention
that we J **if**

“1. (a) I intend that we J and
(b) you intend that we J

“2. I intend that we J in
accordance with and
because of la, lb, and
meshing subplans of la and
lb; you intend [likewise] ...

“3. 1 and 2 are common
knowledge between us”

(Bratman 1993: View 4)

What is shared intention?

Functional characterisation

shared intention serves to
(a) coordinate activities, (b)
coordinate planning and (c)
structure bargaining



Substantial account

We have a shared intention
that we J if

“1. (a) I intend that we J and
(b) you intend that we J

“2. I intend that we J in
accordance with and
because of la, lb, and
meshing subplans of la and
lb; you intend [likewise] ...

“3. 1 and 2 are common
knowledge between us”

(Bratman 1993:View 4)

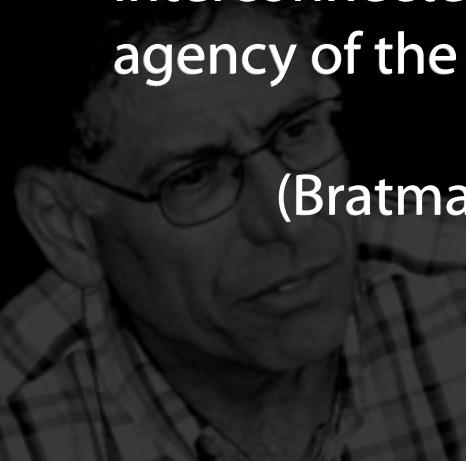
What is shared intention?

Functional characterisation

shared intention serves to
(a) coordinate activities, (b)
coordinate planning and (c)
structure bargaining

'shared intentional agency
consists, at bottom, in
interconnected planning
agency of the participants.'

(Bratman 2011, p. 11)



Substantial account

We have a shared intention
that we J if

"1. (a) I intend that we J and
(b) you intend that we J

"2. I intend that we J in
accordance with and
because of la, lb, and
meshing subplans of la and
lb; you intend [likewise] ...

"3. 1 and 2 are common
knowledge between us"

(Bratman 1993:View 4)

1. All (significant) joint actions require shared intention.
2. Shared intention requires sophisticated theory of mind cognition.

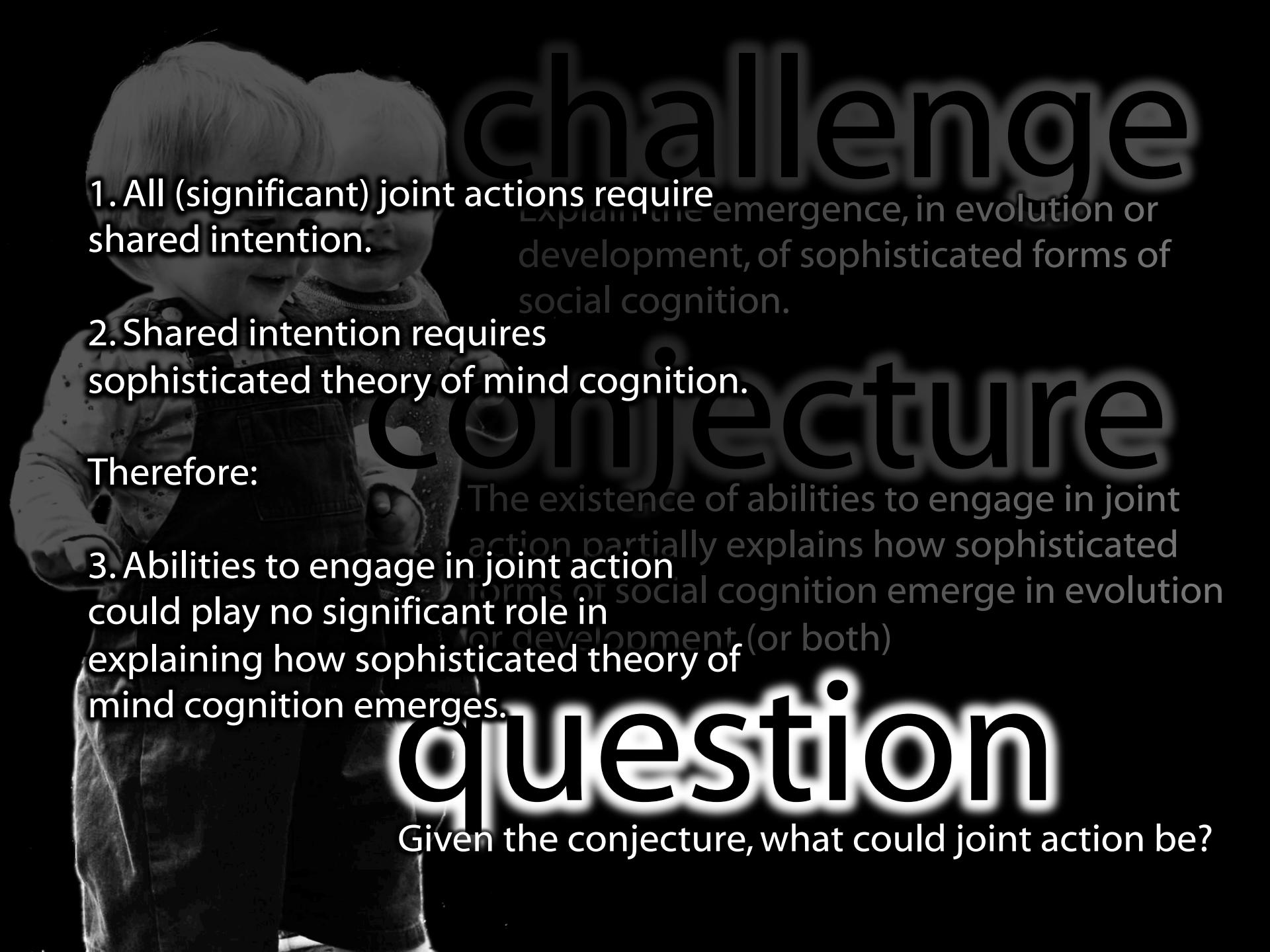
Therefore:

3. Abilities to engage in joint action could play no significant role in explaining how sophisticated theory of mind cognition emerges.

1. All (significant) joint actions require shared intention.
2. Shared intention requires sophisticated theory of mind cognition.

Therefore:

3. Abilities to engage in joint action could play no significant role in explaining how sophisticated theory of mind cognition emerges. (not why)



challenge

1. All (significant) joint actions require shared intention.

2. Shared intention requires sophisticated theory of mind cognition.

Therefore:

3. Abilities to engage in joint action could play no significant role in explaining how sophisticated theory of mind cognition emerges.

Explain the emergence, in evolution or development, of sophisticated forms of social cognition.

conjecture

The existence of abilities to engage in joint action partially explains how sophisticated forms of social cognition emerge in evolution or development (or both)

question

Given the conjecture, what could joint action be?

1. All (significant) joint actions require shared intention.

2. Shared intention requires sophisticated theory of mind cognition.

Therefore:

3. Abilities to engage in joint action could play no significant role in explaining how sophisticated theory of mind cognition emerges.

1. All (significant) joint actions require shared intention.

2. Shared intention requires sophisticated theory of mind cognition.

Therefore:

3. Abilities to engage in joint action could play no significant role in explaining how sophisticated theory of mind cognition emerges.

Joint action:
an action with two or more
agents (Ludwig 2007)

Joint action:
an **action** with two or more
agents (Ludwig 2007)

Joint action:

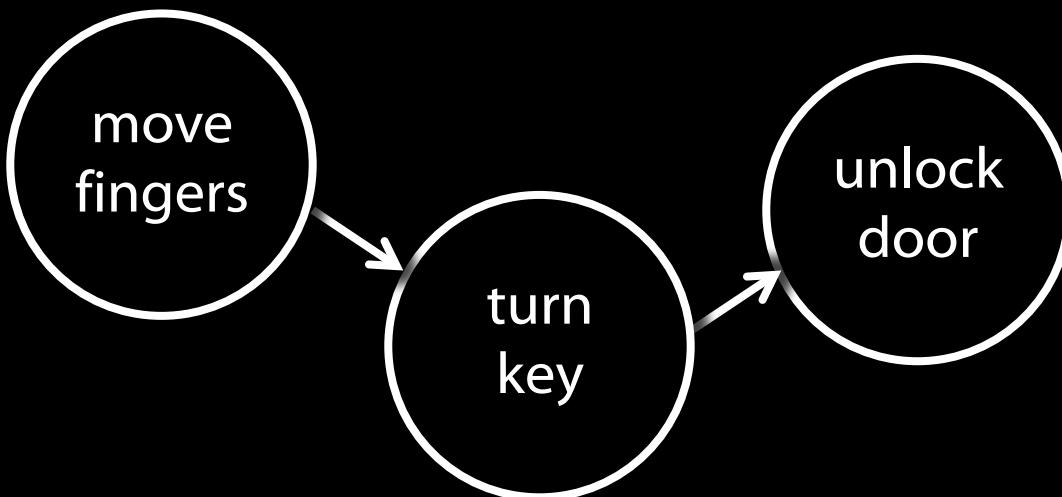
an **action** with two or more
agents (Ludwig 2007)

'our primitive actions, the
ones we do not by doing
something else, ... these are
all the actions there
are.' (Davidson 1971, p. 59).

Joint action:

an **action** with two or more agents (Ludwig 2007)

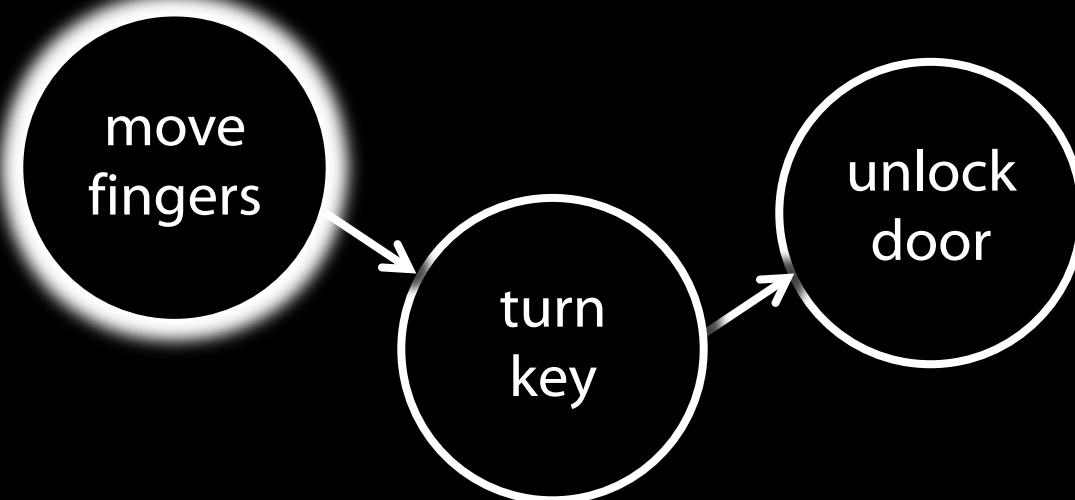
'our primitive actions, the ones we do not by doing something else, ... these are all the actions there are.' (Davidson 1971, p. 59).



Joint action:

an **action** with two or more agents (Ludwig 2007)

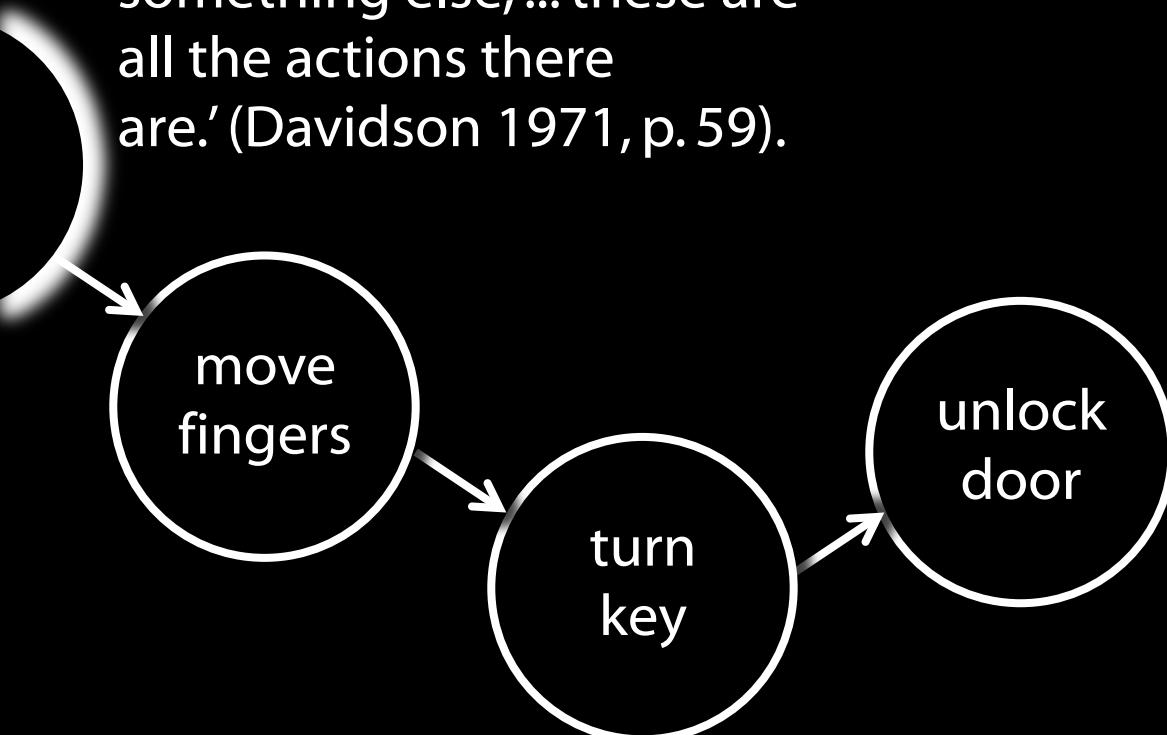
'our primitive actions, the ones we do not by doing something else, ... these are all the actions there are.' (Davidson 1971, p. 59).



Joint action:

an **action** with two or more agents (Ludwig 2007)

'our primitive actions, the ones we do not by doing something else, ... these are all the actions there are.' (Davidson 1971, p. 59).



Joint action:

an **action** with two or more agents (Ludwig 2007)

'our primitive actions, the ones we do not by doing something else, ... these are all the actions there are.' (Davidson 1971, p. 59).

tidying up the toys together

(Behne et al 2005)

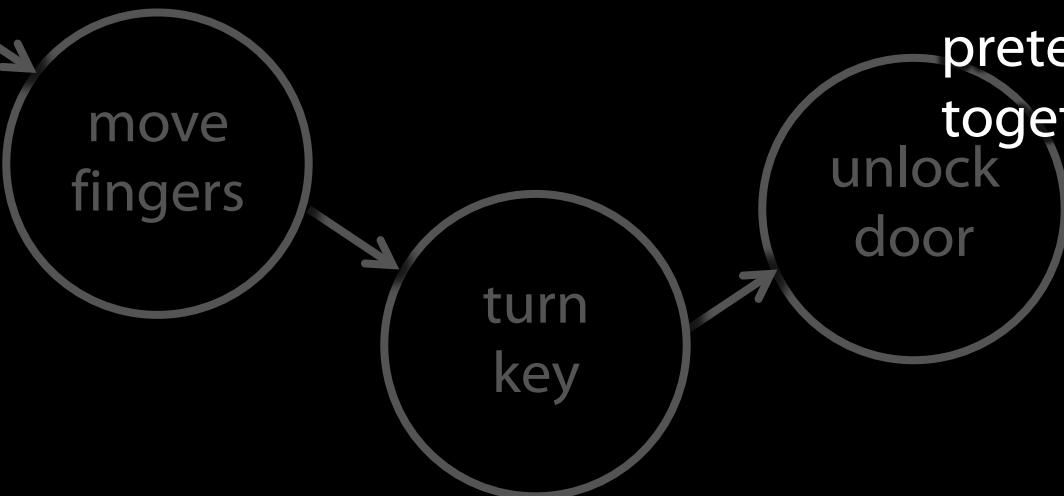
cooperatively pulling handles in sequence to make a dog-puppet sing

(Brownell et al 2006)

bouncing a ball on a large trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat together



Joint action:

an **action** with two or more agents (Ludwig 2007)

'our primitive actions, the ones we do not by doing something else, ... these are all the actions there are.' (Davidson 1971, p. 59).

tidying up the toys together

(Behne et al 2005)

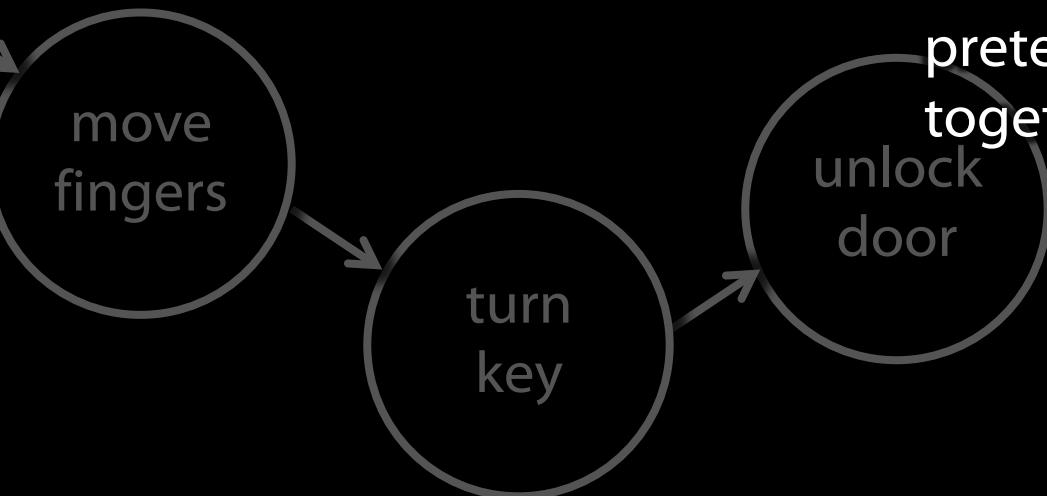
cooperatively pulling handles in sequence to make a dog-puppet sing

(Brownell et al 2006)

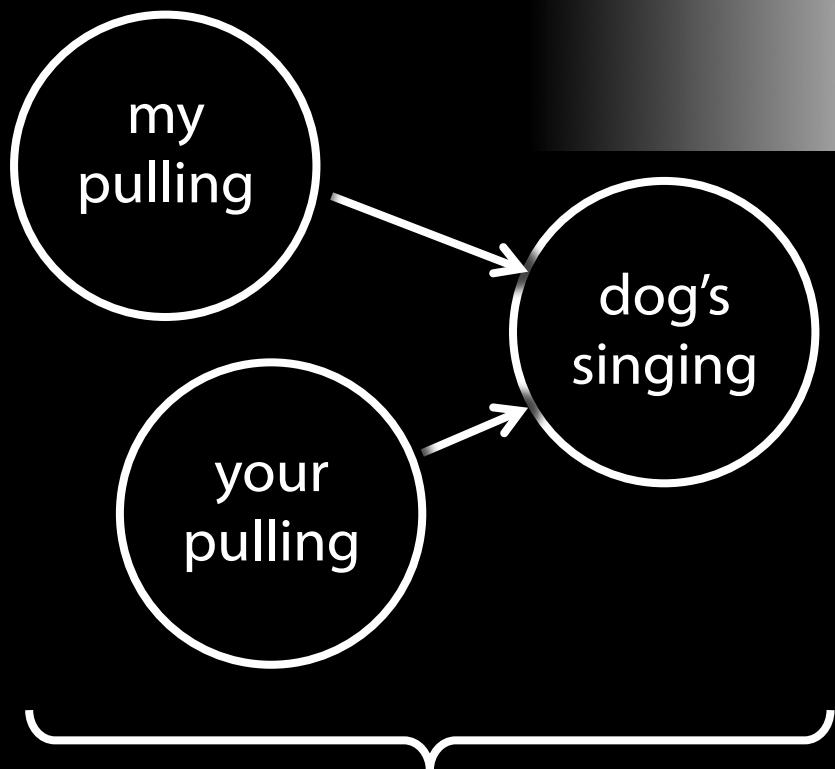
bouncing a ball on a large trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat together



Joint action:
an **action** with two or more
agents (Ludwig 2007)



We make the dog sing

tidying up the toys together
(Behne et al 2005)

cooperatively pulling
handles in sequence to
make a dog-puppet sing

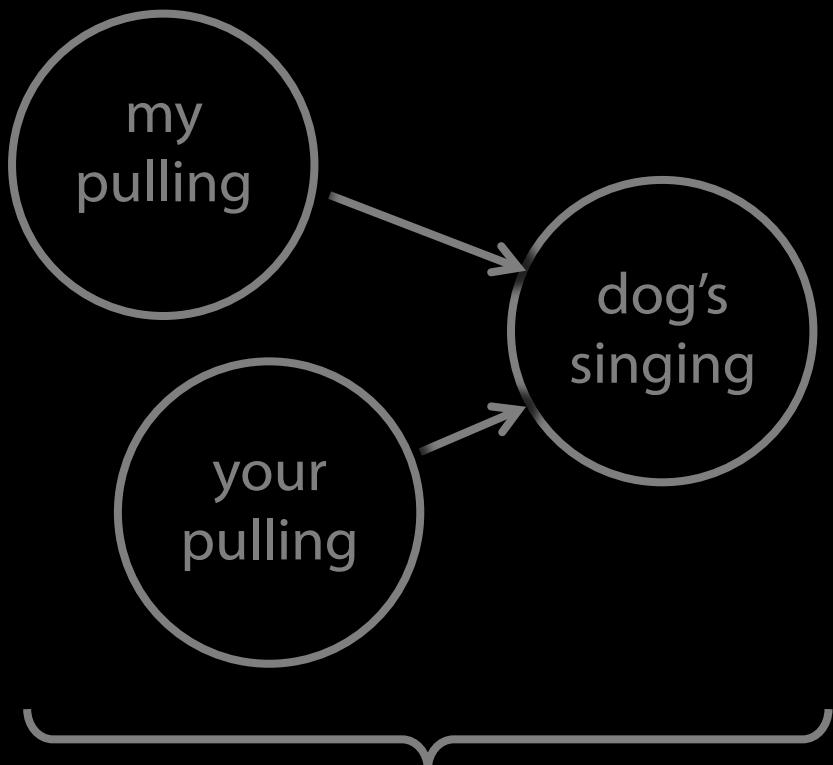
(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

Joint action:
an **action** with two or more
agents (Ludwig 2007)



We make the dog sing

tidying up the toys together
(Behne et al 2005)

cooperatively pulling
handles in sequence to
make a dog-puppet sing

(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

1 Joint action:
an action with two or more
agents (Ludwig 2007)

2 Bodily movements 'are all
the actions there
are' (Davidson 1971, p. 59)

3 In supposedly paradigm
cases of joint action, there
are no bodily movements
with more than one agent.

Therefore:

4 Supposedly paradigm cases
are not joint actions.

tidying up the toys together
(Behne et al 2005)

cooperatively pulling
handles in sequence to
make a dog-puppet sing

(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

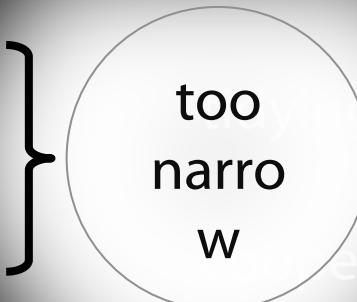
1 Joint action:
an action with two or more
agents (Ludwig 2007)

2 Bodily movements 'are all
the actions there
are' (Davidson 1971, p. 59)

3 In supposedly paradigm
cases of joint action, there
are no bodily movements
with more than one agent.

Therefore:

4 Supposedly paradigm cases
are not joint actions.



up the toys together
(Behne et al 2005)

eratively pulling
handles in sequence to
make a dog-puppet sing

(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

1 Joint action:
an action with two or more
agents (Ludwig 2007)

2 Bodily movements 'are all
the actions there
are' (Davidson 1971, p. 59)

3 In supposedly paradigm
cases of joint action, there
are no bodily movements
with more than one agent.

Therefore:

4 Supposedly paradigm cases
are not joint actions.



cleaning up the toys together
(Behne et al 2005)

cooperatively pulling
handles in sequence to
make a dog-puppet sing

(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

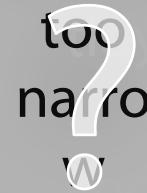
1 Joint action:
an action with two or more
agents (Ludwig 2007)

2 Bodily movements 'are all
the actions there
are' (Davidson 1971, p.59)

3 In supposedly paradigm
cases of joint action, there
are no bodily movements
with more than one agent.

Therefore:

4 Supposedly paradigm cases
are not joint actions.



too narrow
(Behne et al 2005)

cooperatively pulling
handles in sequence to
make a dog-puppet sing

(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

1 Joint action:
an action with two or more
agents (Ludwig 2007)

2 Bodily movements 'are all
the actions there
are' (Davidson 1971, p. 59)

3 In supposedly paradigm
cases of joint action, there
are no bodily movements
with more than one agent.

Therefore:

4 Supposedly paradigm cases
are not joint actions.

too
narro
w

up the toys together
(Behne et al 2005)

eratively pulling
handles in sequence to
make a dog-puppet sing

(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

Joint action:
an action with two or more
agents (Ludwig 2007)

Joint action:
an ~~action~~ event with two or
more agents (Ludwig 2007)

Grounding

events $D_1, \dots D_n$ ground E, if:

$D_1, \dots D_n$ and E occur;

$D_1, \dots D_n$ are each (perhaps improper) parts of E; and

every event that is a proper part of E but does not overlap

$D_1, \dots D_n$ is caused by some or all of $D_1, \dots D_n$.

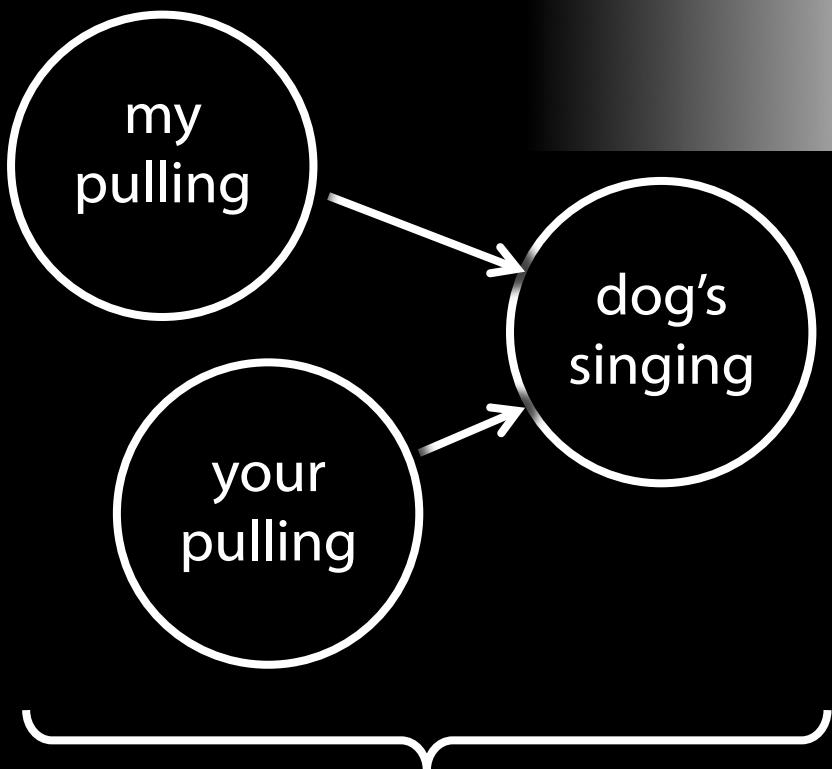
Agency

For an individual to be among the agents of an event is for there to be actions $a_1, \dots a_n$ which ground this event where the individual is an agent of one or more of these actions.

(Adapted from Pietroski 1998)

Joint action:
an ~~action~~ event with two or
more agents (Ludwig 2007)

Joint action:
an ~~action~~-event with two or
more agents (Ludwig 2007)



tidying up the toys together
(Behne et al 2005)

cooperatively pulling
handles in sequence to
make a dog-puppet sing

(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

Joint action:
an ~~action~~-event with two or
more agents (Ludwig 2007)

tidying up the toys together
(Behne et al 2005)

cooperatively pulling
handles in sequence to
make a dog-puppet sing

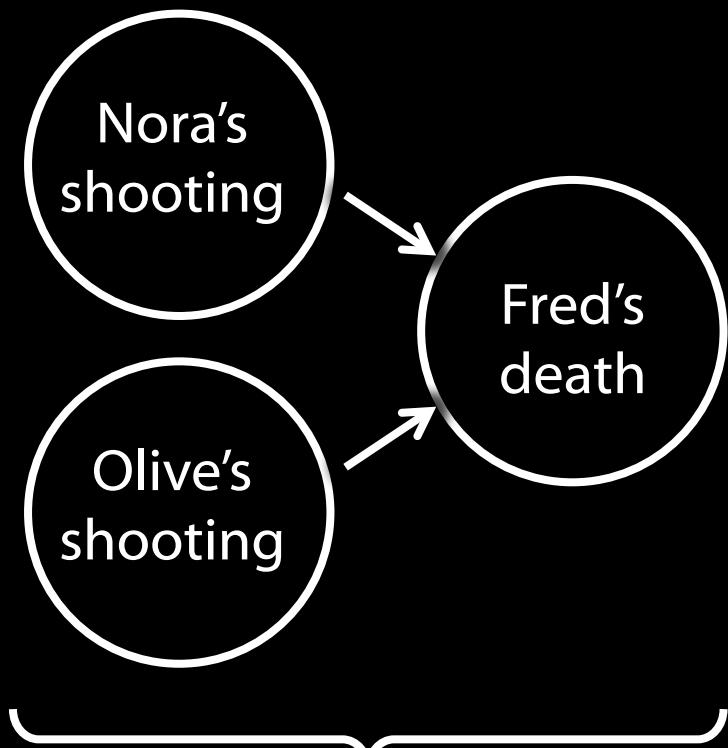
(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

Joint action:
an ~~action~~-event with two or
more agents (Ludwig 2007)



tidying up the toys together
(Behne et al 2005)

cooperatively pulling
handles in sequence to
make a dog-puppet sing

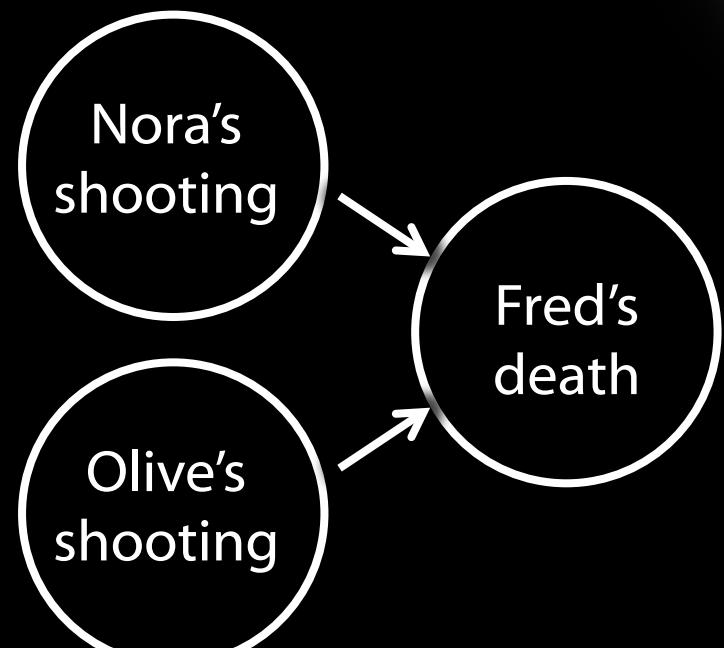
(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

Joint action:
an ~~action~~-event with two or
more agents (Ludwig 2007)



Fred's killing

}

too
broad

up the toys together
(Behne et al 2005)

iteratively pulling
handles in sequence to
make a dog-puppet sing

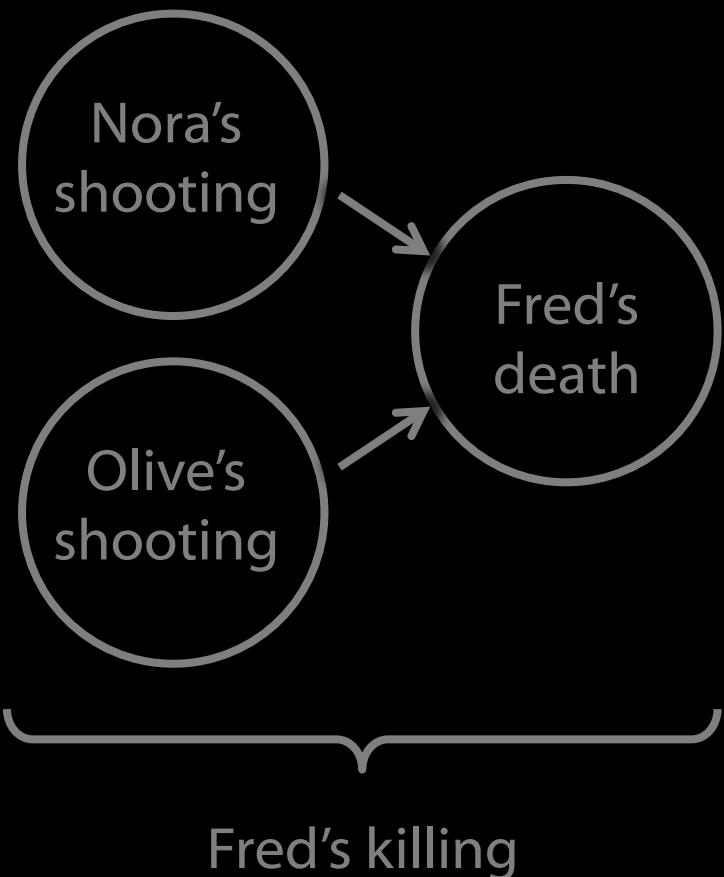
(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

Joint action:
an ~~action~~-event with two or
more agents (Ludwig 2007)



tidying up the toys together
too broad
(Behne et al 2005)

cooperatively pulling
handles in sequence to
make a dog-puppet sing

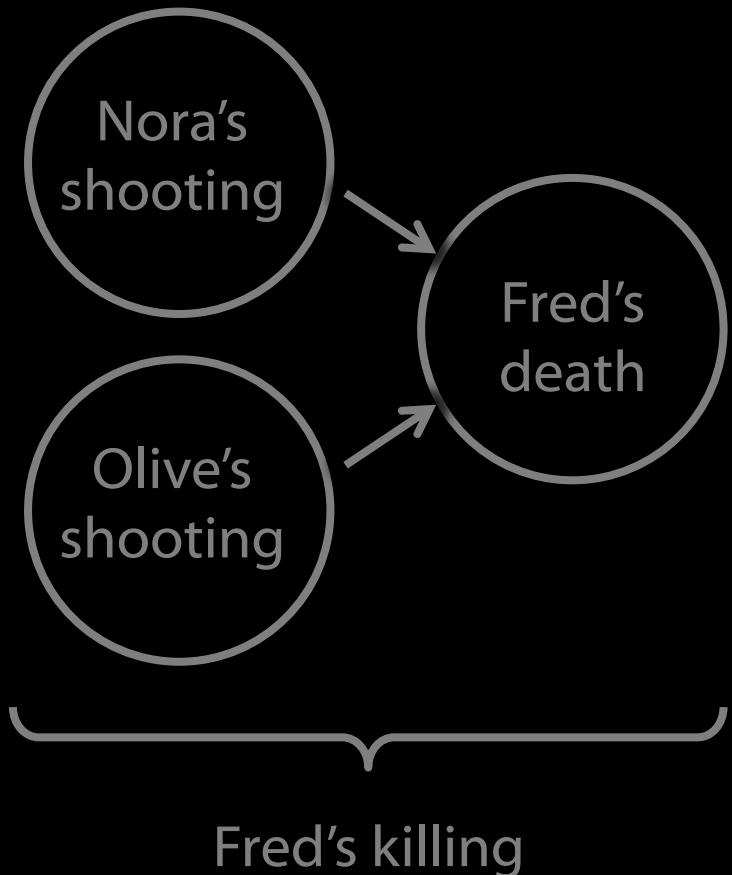
(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.



cooperatively pulling
handles in sequence to
make a dog-puppet sing

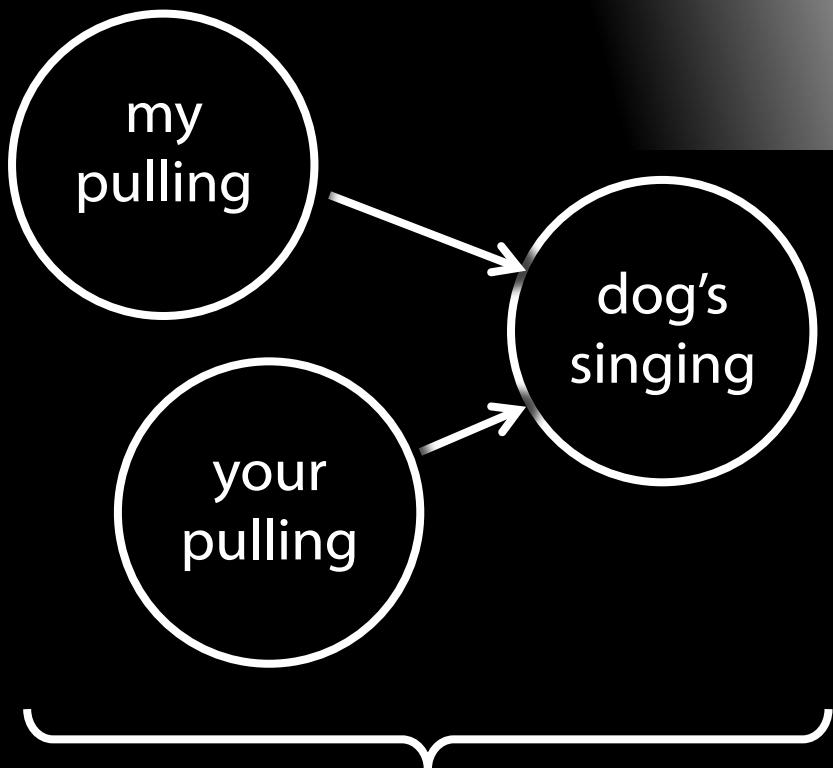
(Brownell et al 2006)

bouncing a ball on a large
trampoline together

(Tomasello & Carpenter 2007)

pretending to row a boat
together

Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.



cooperatively pulling
handles in sequence to
make a dog-puppet sing

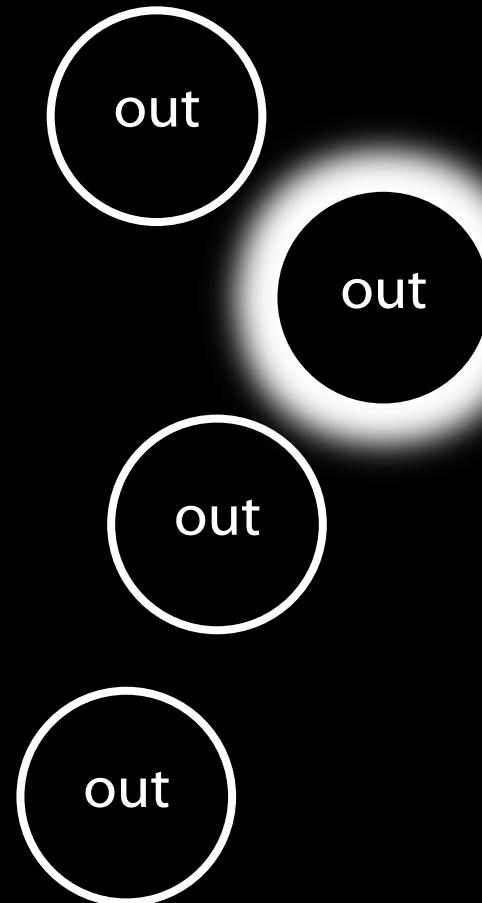
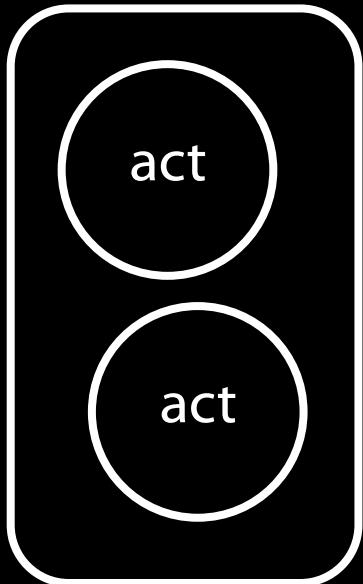
(Brownell et al 2006)

bouncing a ball on a large
trampoline together

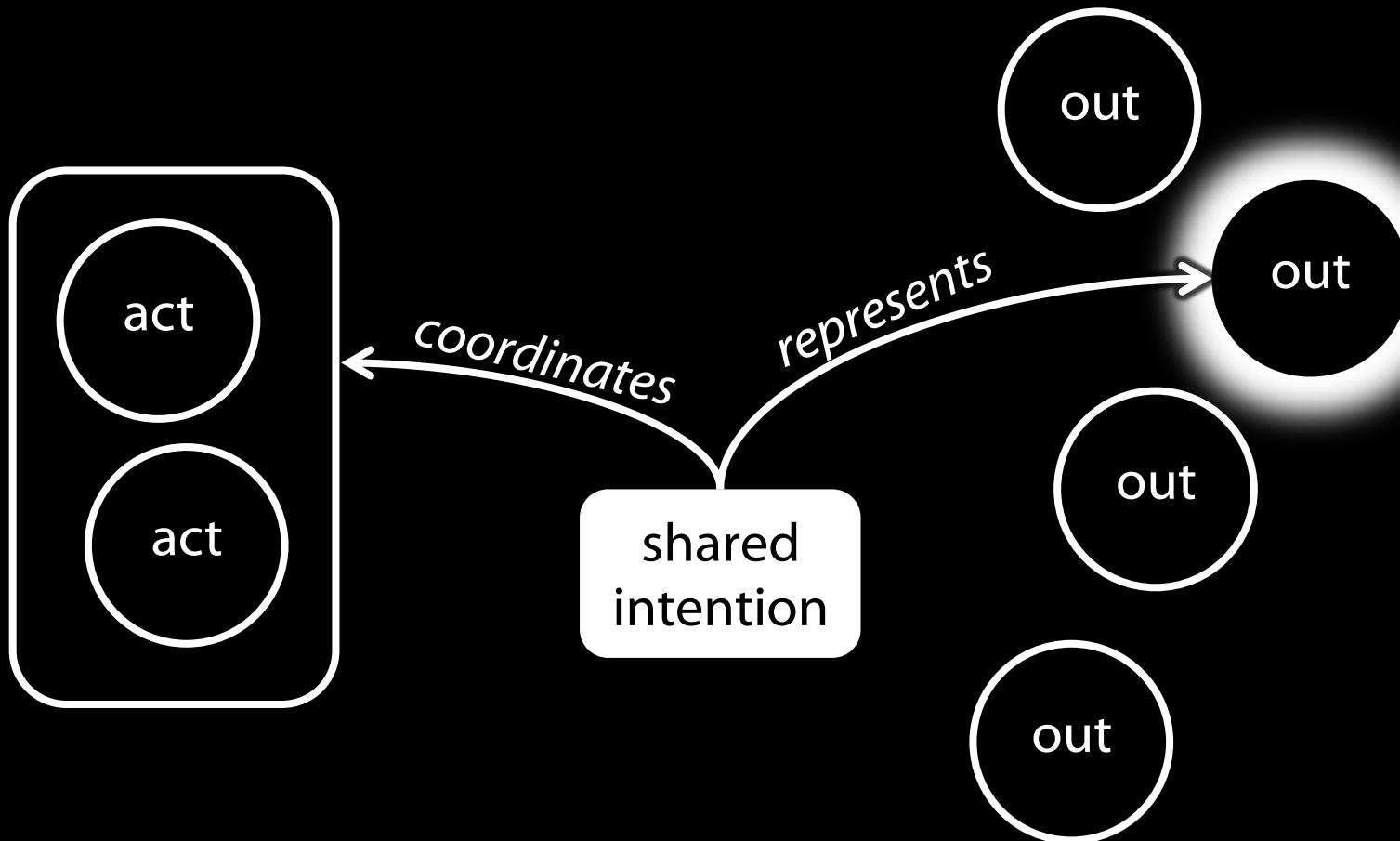
(Tomasello & Carpenter 2007)

pretending to row a boat
together

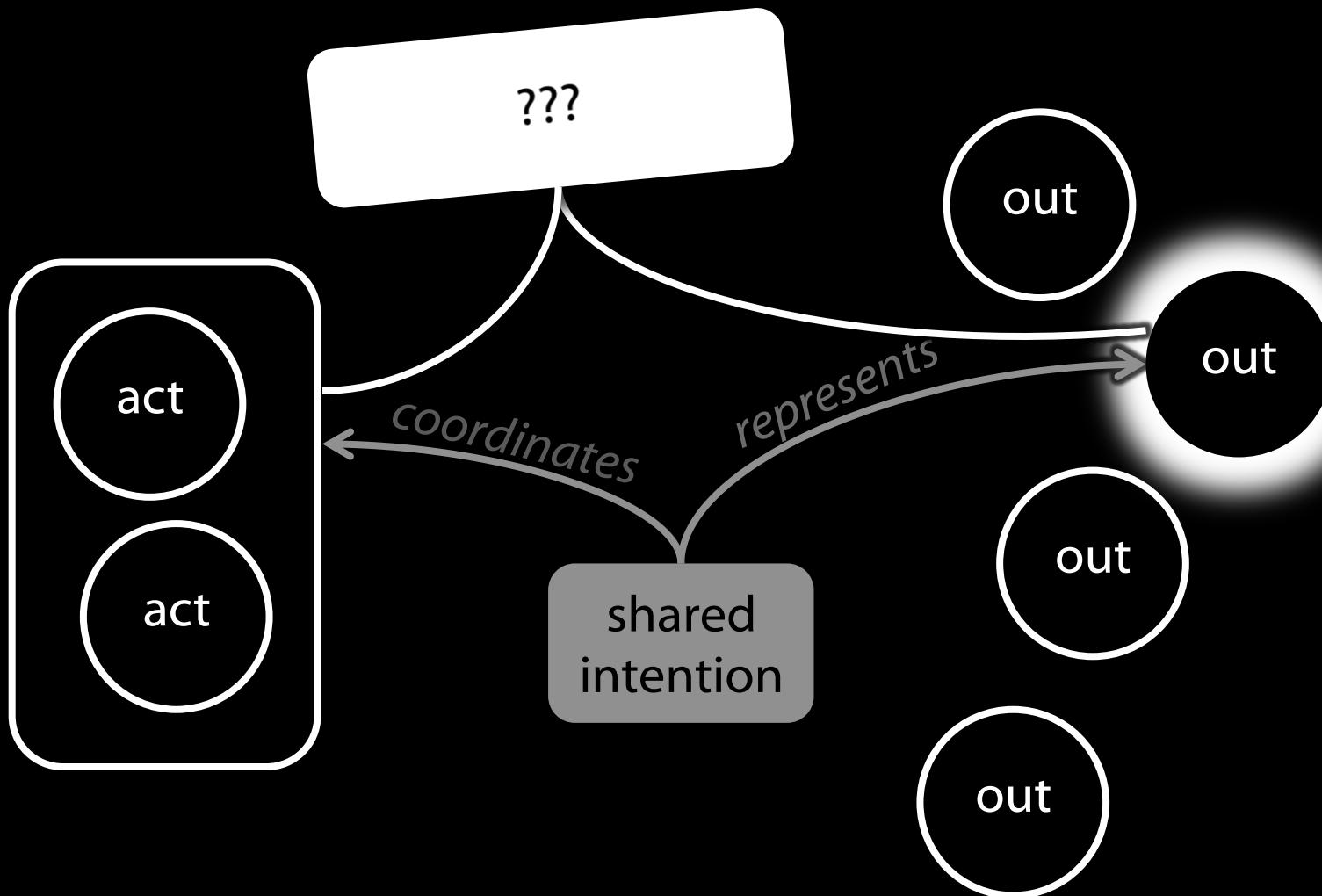
Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.



Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.



Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.



Detour
Goals are not intentions

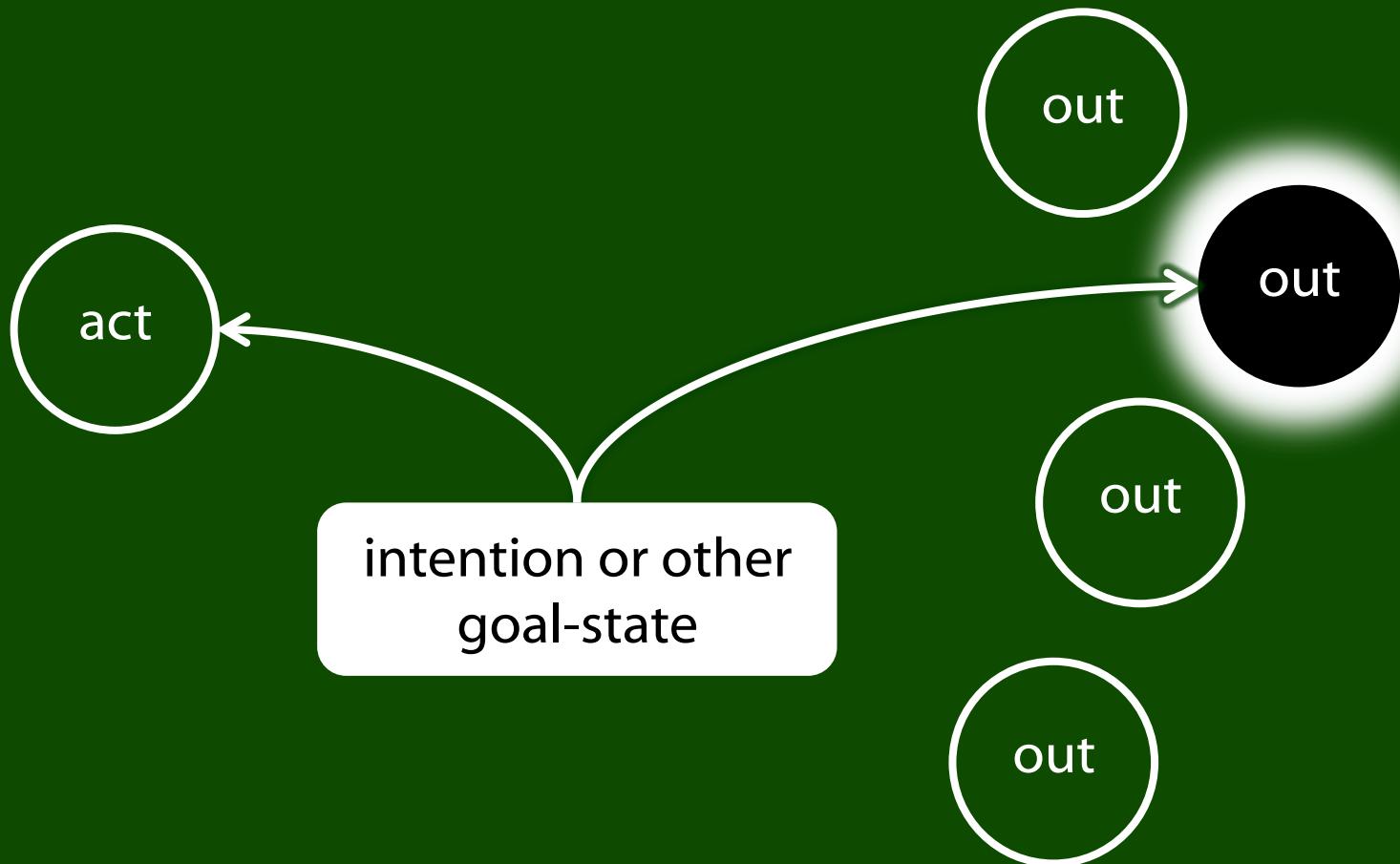
What is the relation between an action and the goal (or goals) to which it is directed?



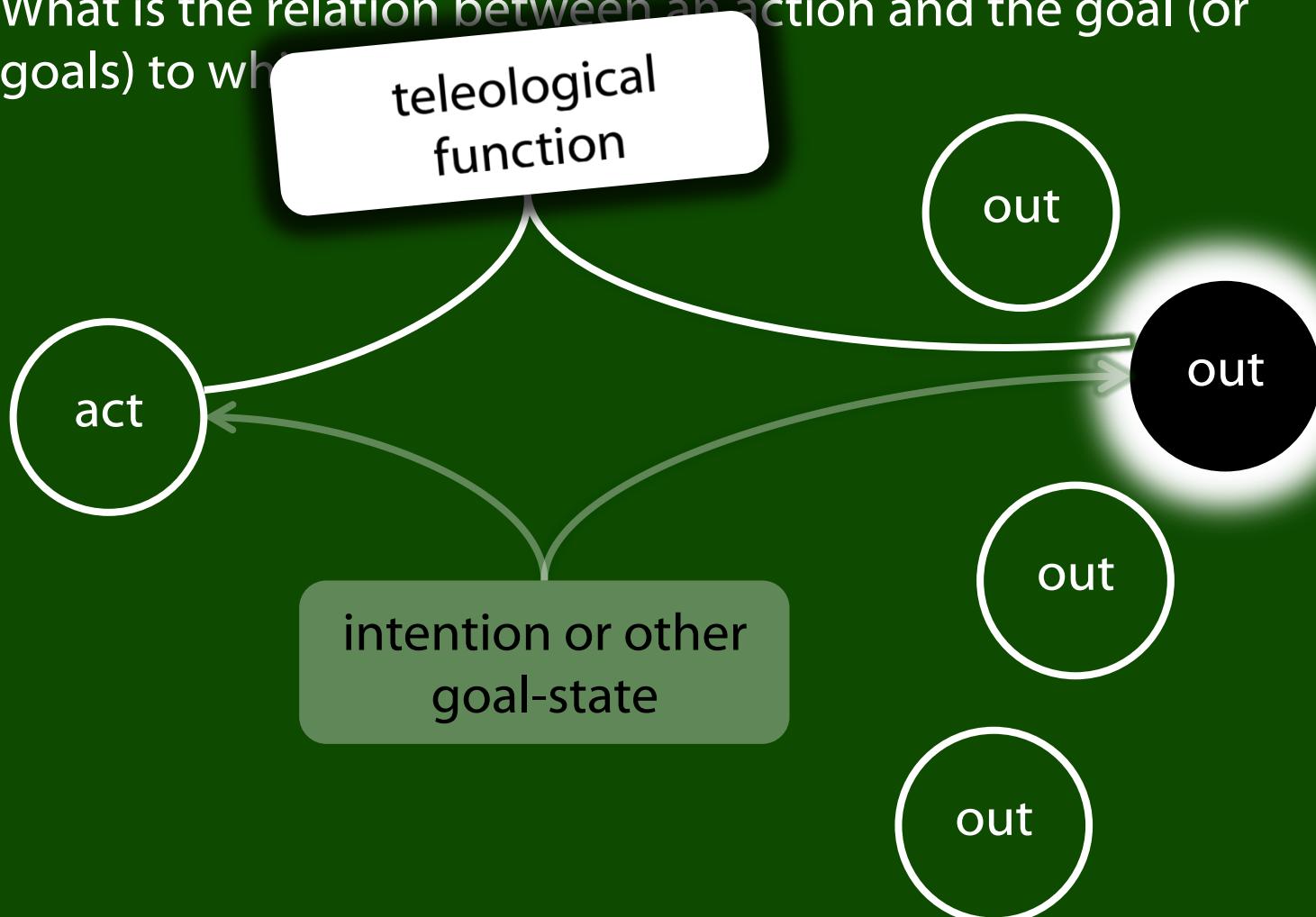
What is the relation between an action and the goal (or goals) to which it is directed?



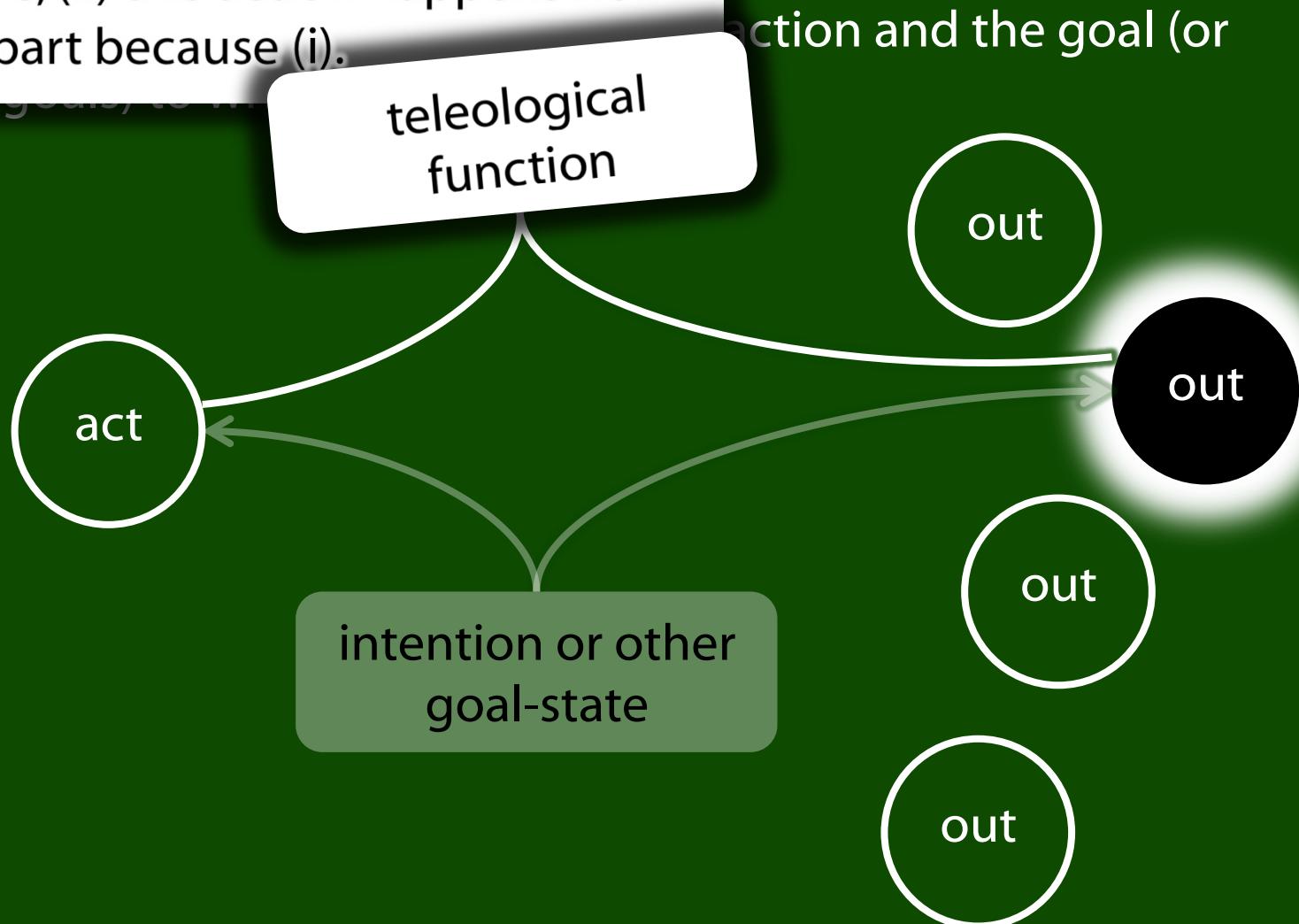
What is the relation between an action and the goal (or goals) to which it is directed?



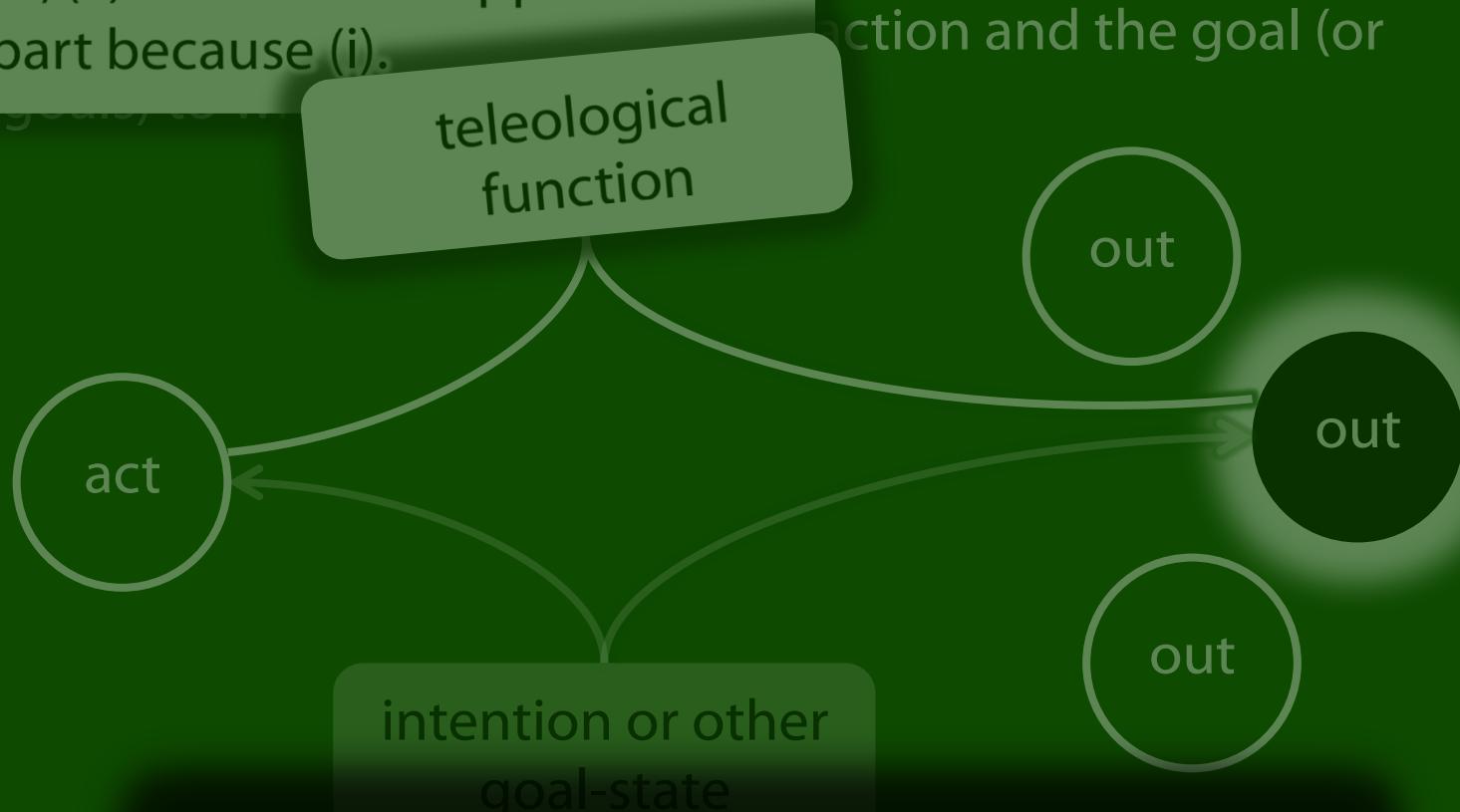
What is the relation between an action and the goal (or goals) to which it is related?



(i) in the past, actions of this type have caused outcomes of this type; (ii) this action happens now in part because (i).



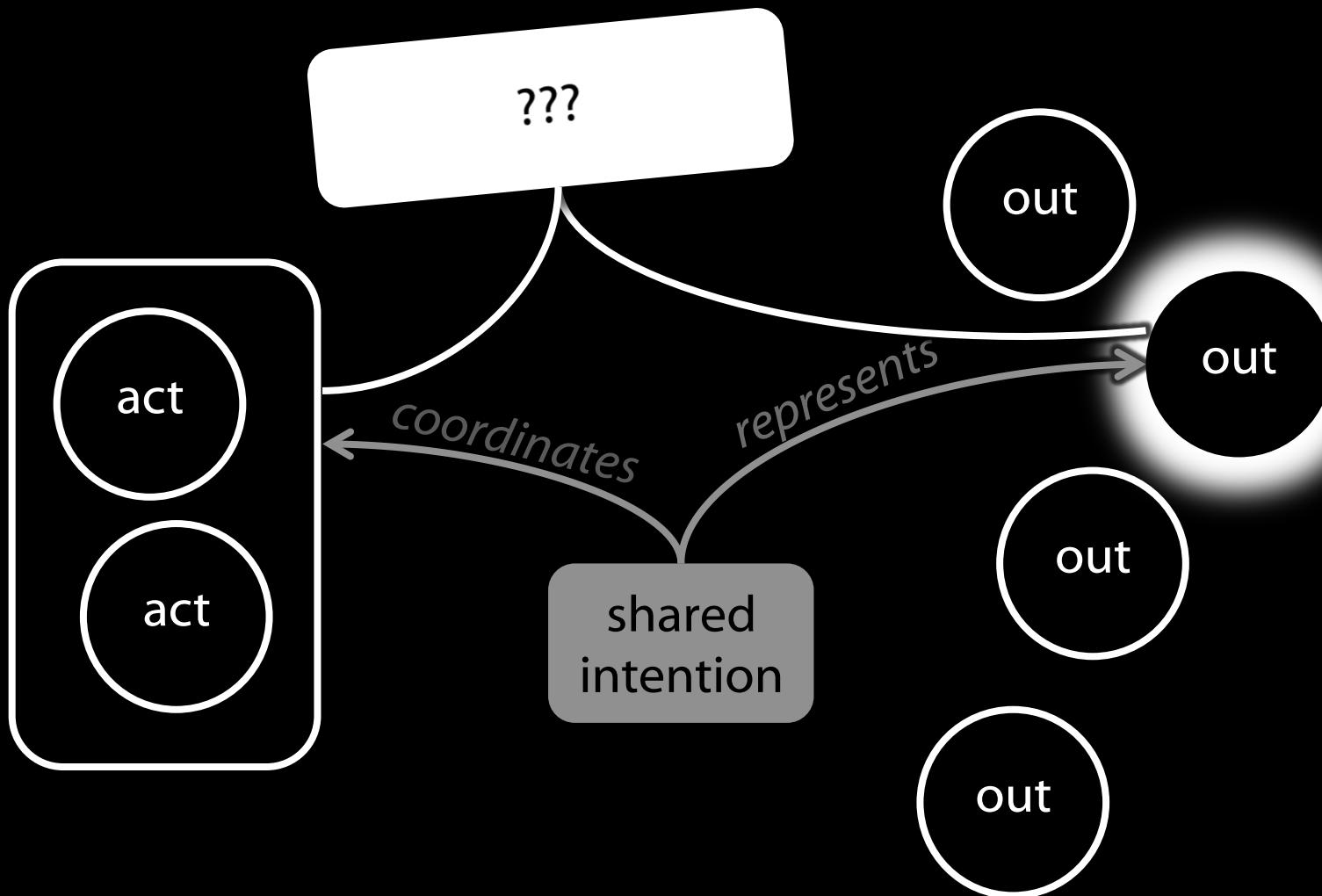
(i) in the past, actions of this type have caused outcomes of this type; (ii) this action happens now in part because (i).



It is possible to represent goal-directed actions without representing intentions.

End Detour

Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.



Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.

G is a distributive goal: it is an outcome to which each agent's activities are individually directed and it is possible that: all agents succeed relative to this outcome.

Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.

G is a distributive goal: it is an outcome to which each agent's activities are individually directed and it is possible that: all agents succeed relative to this outcome.

G is a collective goal

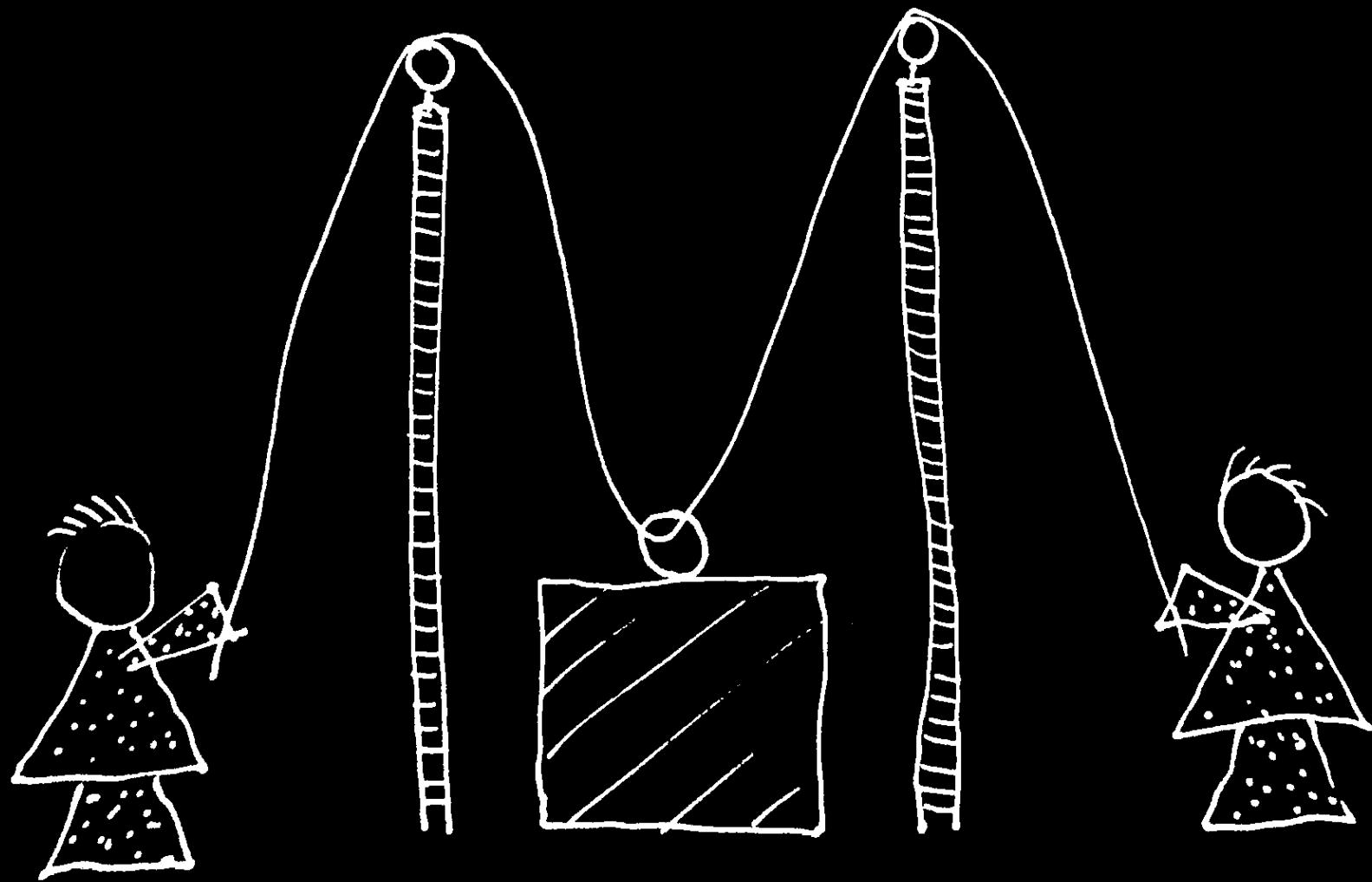
- (a) it is a distributive goal;
- (b) the agents' activities are coordinated; and
- (c) coordination of this type would normally facilitate occurrences of outcomes of this type.

Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.

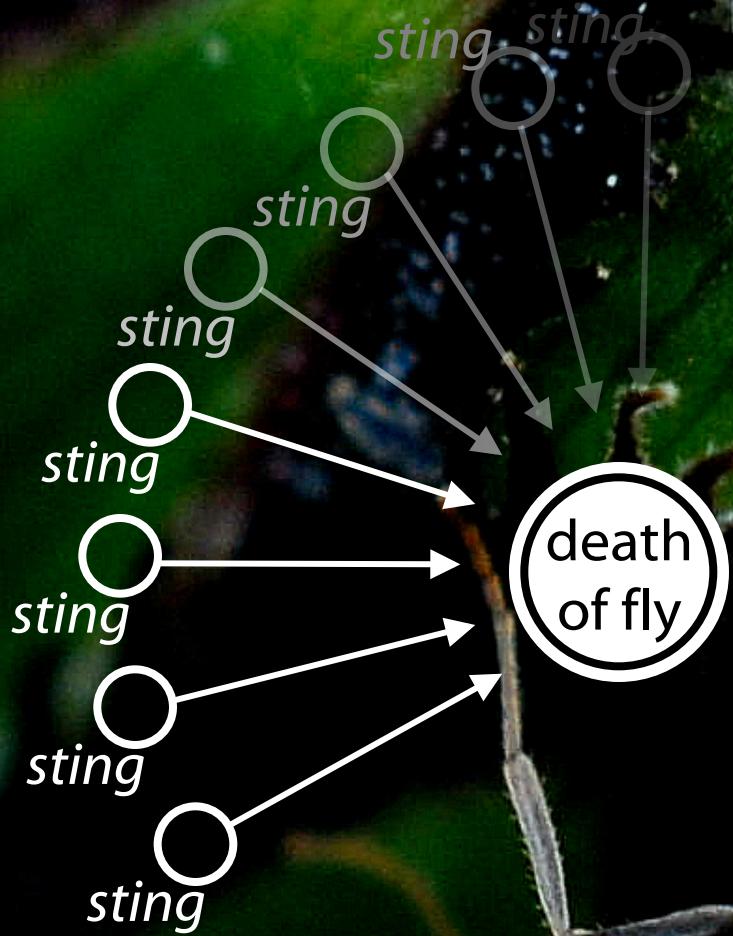
G is a distributive goal: it is an outcome to which each agent's activities are individually directed and it is possible that: all agents succeed relative to this outcome.

G is a collective goal

- (a) it is a distributive goal;
- (b) the agents' activities are coordinated; and
- (c) coordination of this type would normally facilitate occurrences of outcomes of this type.







Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.

G is a distributive goal: it is an outcome to which each agent's activities are individually directed and it is possible that: all agents succeed relative to this outcome.

G is a collective goal

- (a) it is a distributive goal;
- (b) the agents' activities are coordinated; and
- (c) coordination of this type would normally facilitate occurrences of outcomes of this type.

Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.

G is a distributive goal: it is an outcome to which each agent's activities are individually directed and it is possible that: all agents succeed relative to this outcome.

G is a shared goal

G is a collective goal

- (a) it is a distributive goal;
- (b) the agents' activities are coordinated; and
- (c) coordination of this type would normally facilitate occurrences of outcomes of this type.

Each agent expects each of the other agents to perform activities directed to the goal.

Each agent expects the goal to occur as a common effect of all their goal-directed actions.

Joint action:
an ~~action~~ event with two or
more agents (Ludwig 2007)

A black and white photograph of two young children, a boy and a girl, standing close together and smiling. The boy is on the left, wearing a patterned shirt and overalls, and the girl is on the right, wearing a dark top with a small floral pattern. They appear to be in a playful or happy mood.

challenge

Explain the emergence, in evolution or development, of sophisticated forms of social cognition.

conjecture

The existence of abilities to engage in joint action partially explains how sophisticated forms of social cognition emerge in evolution or development (or both)

question

Given the conjecture, what could joint action be?

Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.

G is a distributive goal: it is an outcome to which each agent's activities are individually directed and it is possible that: all agents succeed relative to this outcome.

G is a shared goal

G is a collective goal

- (a) it is a distributive goal;
- (b) the agents' activities are coordinated; and
- (c) coordination of this type would normally facilitate occurrences of outcomes of this type.

Each agent expects each of the other agents to perform activities directed to the goal.

Each agent expects the goal to occur as a common effect of all their goal-directed actions.





joint action &
knowing

others'
minds

failed reach



point



source: Hare & Tomasello (2004)

The problem of opaque means

The problem of false belief

your-goal-is-my-goal

your-goal-is-my-goal

1. We are about to engage in some joint action* or other
2. I am not about to change my goal.

Therefore:

3. Your actions also will be directed to this goal.

[*in at least the minimal sense associated with distributive goals]

failed reach



point



source: Hare & Tomasello (2004)

failed reach



point



source: Hare & Tomasello (2004)

“to understand pointing, the subject needs to understand more than the individual goal-directed behaviour. She needs to understand that ... the other attempts to communicate to her ... and ... the communicative intention behind the gesture”

(Moll & Tomasello 2007)

failed reach



point



source: Hare & Tomasello (2004)

“to understand pointing, the subject needs to understand more than the individual goal-directed behaviour. She needs to understand that ... the other attempts to communicate to her ... and ... the communicative intention behind the gesture”

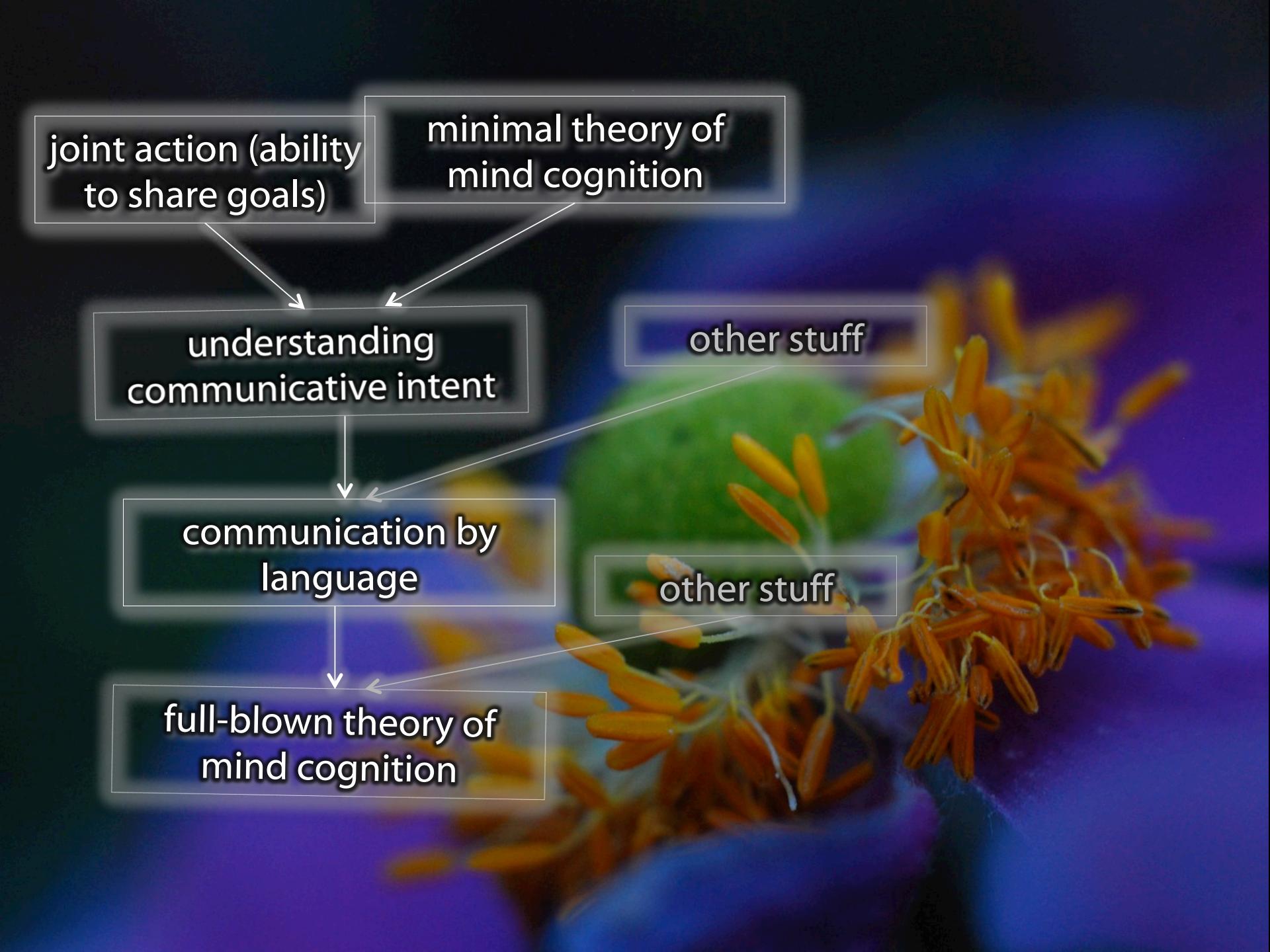
(Moll & Tomasello 2007)

Csibra's 'two stances':

Teleological and referential action interpretation 'rely on different kinds of action understanding'

These are initially two distinct 'action interpretation systems' and they come together later in development

Csibra (2003, p.456)



joint action (ability
to share goals)

minimal theory of
mind cognition

understanding
communicative intent

communication by
language

full-blown theory of
mind cognition

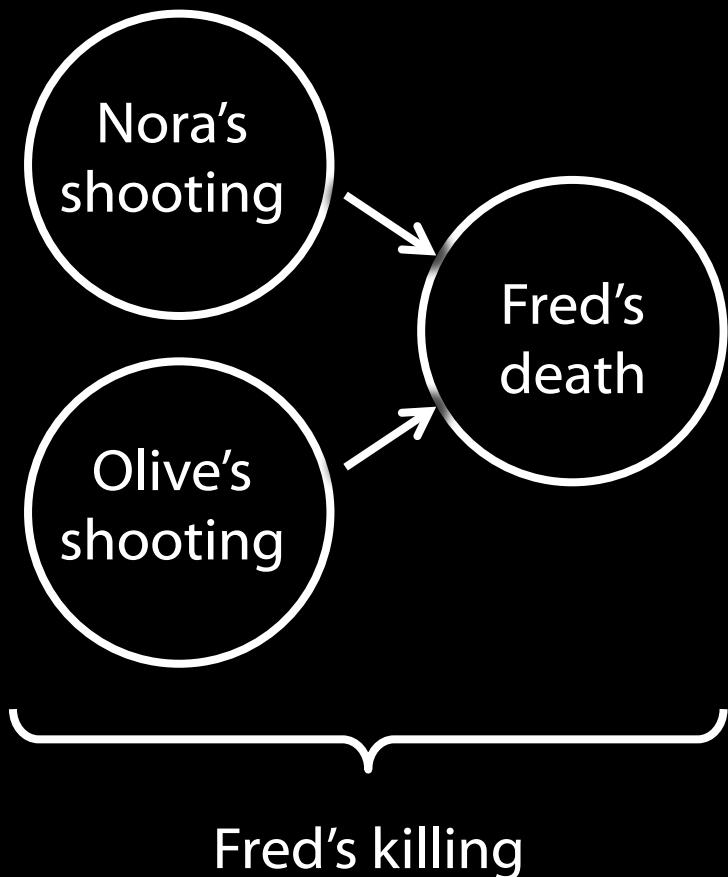
other stuff

other stuff



Joint action:
an event with two or more
agents (Ludwig 2007)

Goal-directed joint action:
a joint action which, taken
as a whole, is directed to a
goal



goal

What is the relation between an action and the goal (or goals) to which it is directed?

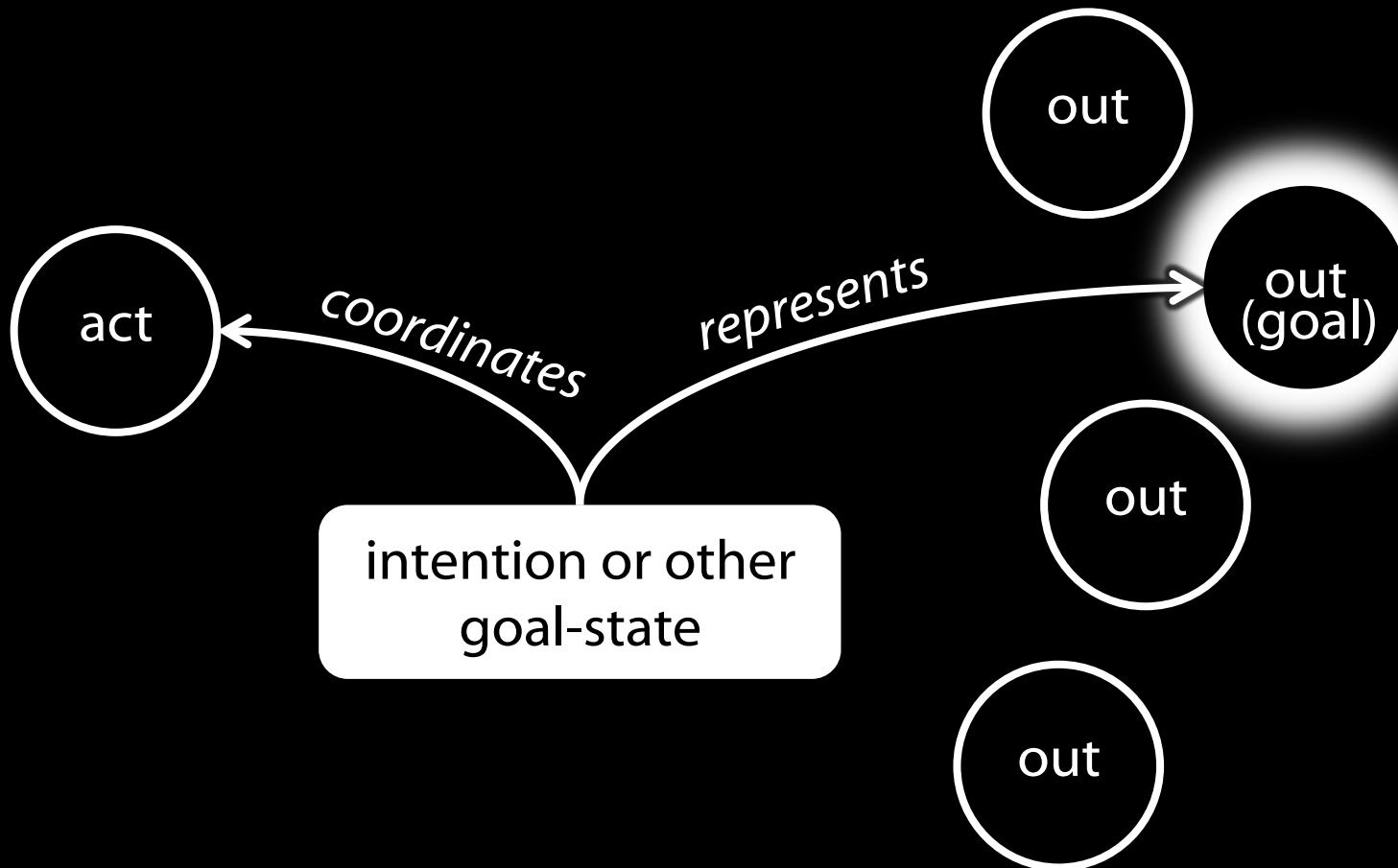
What is the relation between an action and the goal (or goals) to which it is directed?



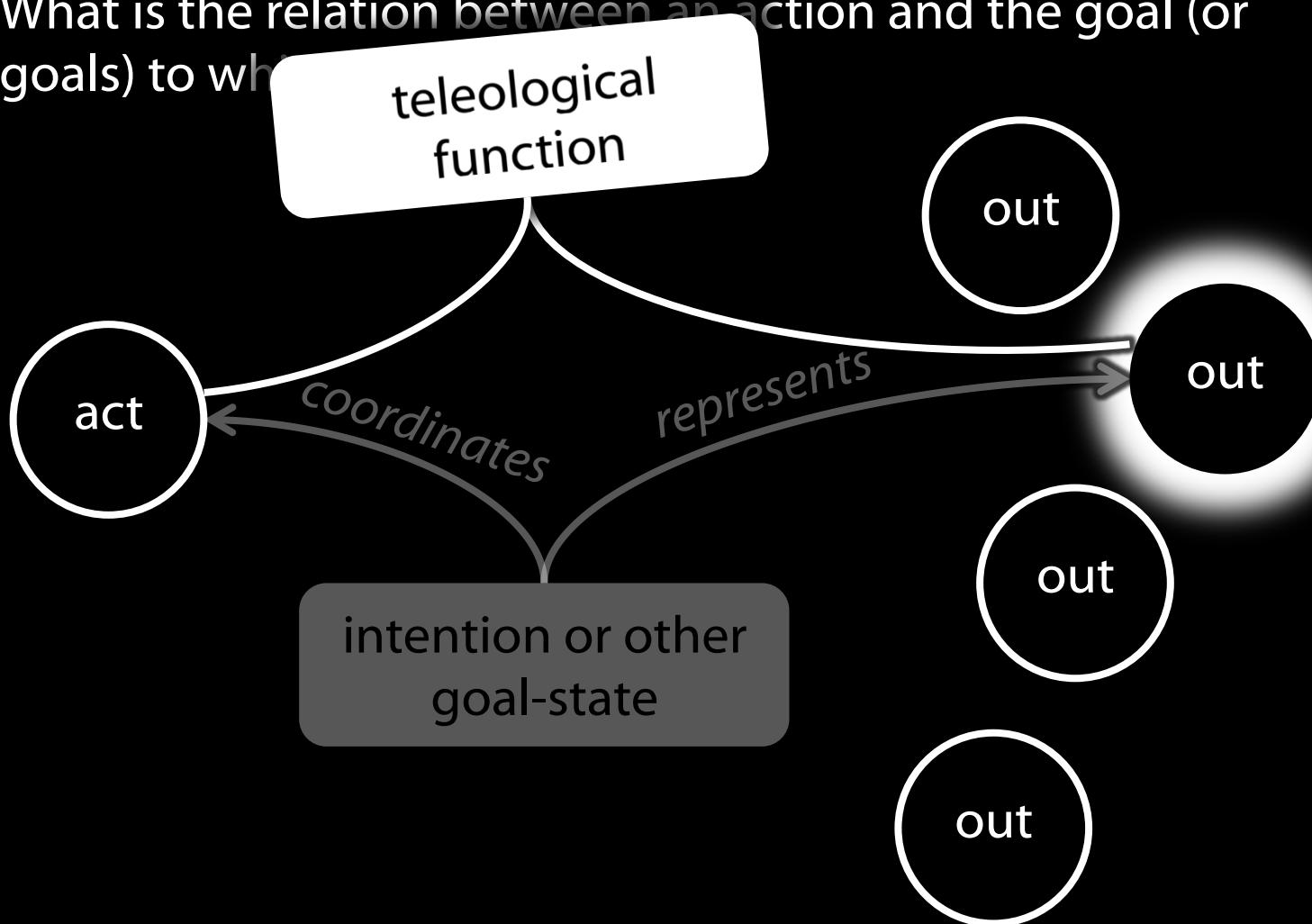
What is the relation between an action and the goal (or goals) to which it is directed?



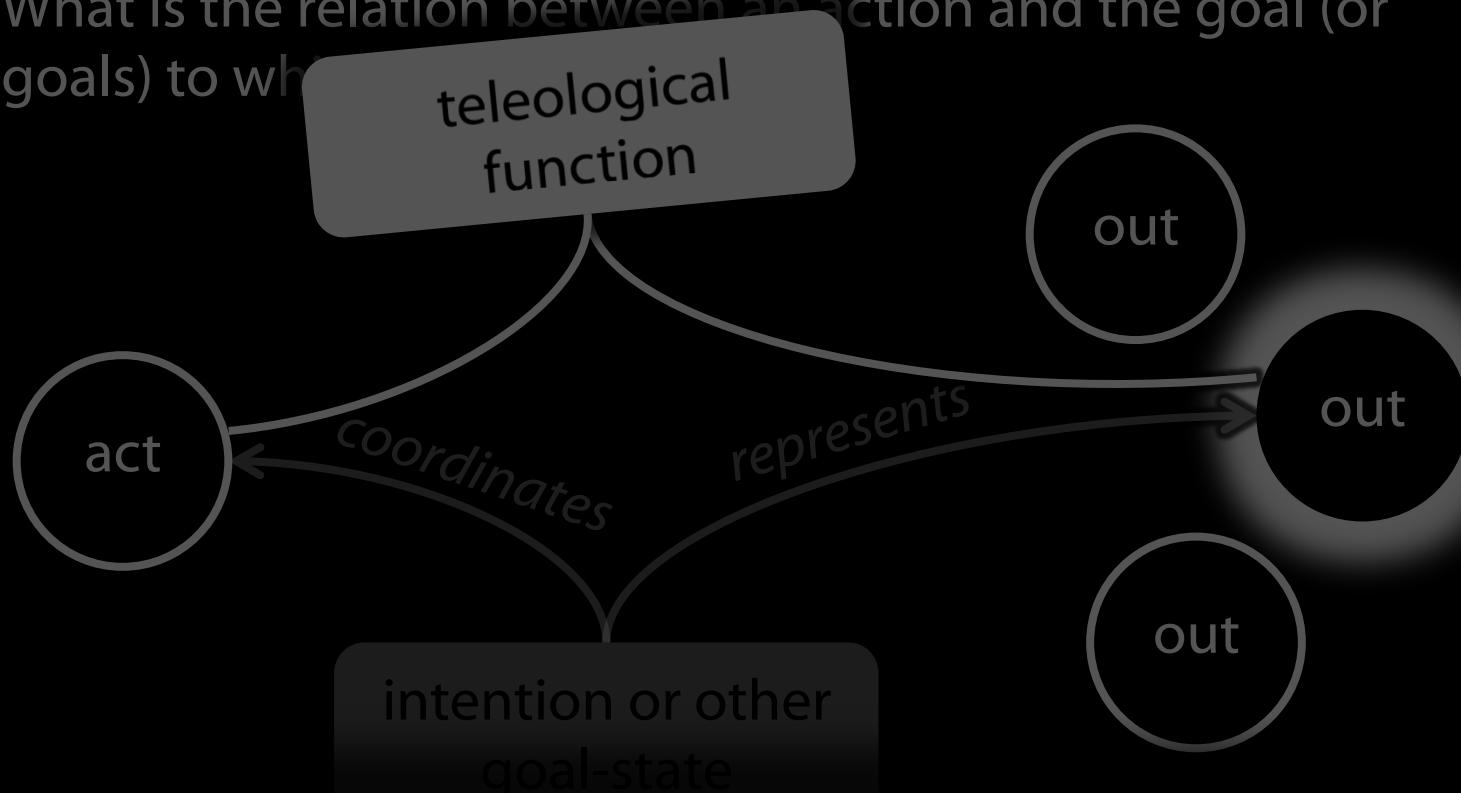
What is the relation between an action and the goal (or goals) to which it is directed?



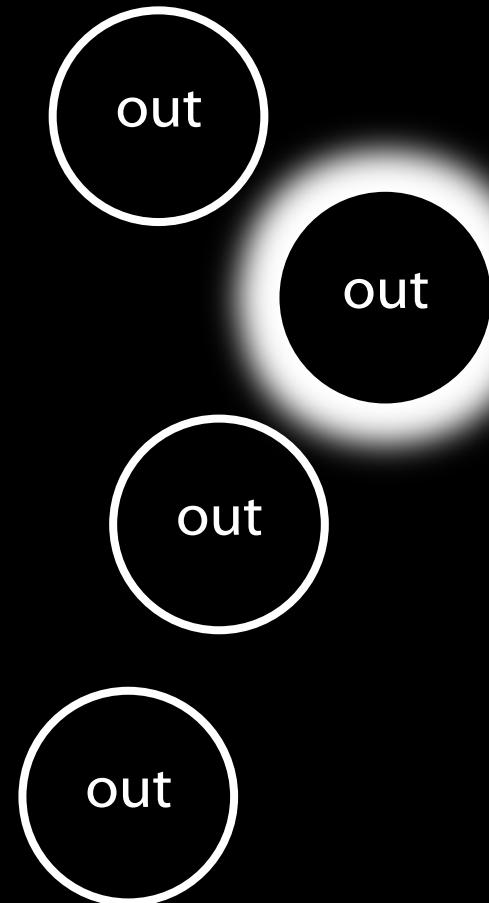
What is the relation between an action and the goal (or goals) to which it is related?



What is the relation between an action and the goal (or goals) to which it contributes?



It is possible to represent goal-directed actions without representing intentions.



Goal-directed joint action: an event with two or more agents which, taken as a whole, is directed to a goal.





A black and white photograph showing the upper bodies of two people. On the left, a woman with blonde hair is visible from the side and back, her head turned slightly. On the right, a man wearing glasses and a light-colored shirt is looking directly at the camera with a slight smile. They appear to be outdoors with trees in the background.

“We are stuck with our two main ways of describing and explaining things, one which treats objects and events as mindless, and the other which treats objects and events as having propositional attitudes. I see no way of bridging the gap by introducing an intermediate vocabulary.”

(Davidson 2003:697)



“We are stuck with our two main ways of describing and explaining things, one which treats objects and events as **mindless**, and the other which treats objects and events as having **propositional attitudes**. I see no way of bridging the gap by introducing an intermediate vocabulary.”

(Davidson 2003:697)



appendix

What could infants, chimps and scrub-jays represent that would enable them, within limits, to track others' perceptions, knowledge, beliefs and other propositional attitudes?

Intentional relation

e.g. She is interested in that chocolate

e.g. She is smiling at me

Propositional attitude

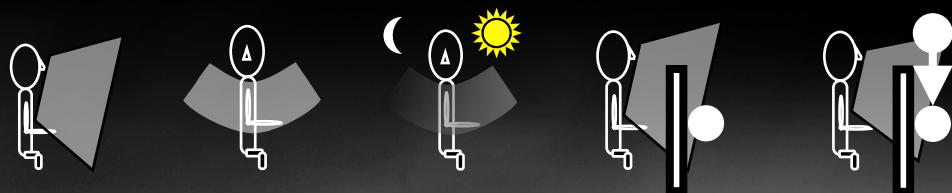
e.g. She believes that the chocolate is in that cupboard



Your *field* = a set of
objects related to you by
proximity, orientation,
lighting and other factors



Your *field* = a set of objects related to you by proximity, orientation, lighting and other factors



proximity orientation lighting

barriers trajectory

Your *field* = a set of objects related to you by proximity, orientation, lighting and other factors

You *encounter* an object = it is in your field



proximity orientation

barriers

trajectory

Your *field* = a set of objects related to you by proximity, orientation, lighting and other factors

You *encounter* an object = it is in your field

Principle 1: one can't goal-directedly act on an object unless one has encountered it.



proximity orientation lighting

barriers

trajectory

Your *field* = a set of objects related to you by proximity, orientation, lighting and other factors

You *encounter* an object = it is in your field

You *register* an object at a location = you most recently encountered the object at that location

Principle 1: one can't goal-directedly act on an object unless one has encountered it.



proximity

orientation

lighting

barriers

trajectory

Your *field* = a set of objects related to you by proximity, orientation, lighting and other factors

You *encounter* an object = it is in your field

You *register* an object at a location = you most recently encountered the object at that location

Principle 1: one can't goal-directedly act on an object unless one has encountered it.

Principle 2: correct registration is a condition of *successful* action.



proximity

orientation

barriers

trajectory

Your *field* = a set of objects related to you by proximity, orientation, lighting and other factors

You *encounter* an object = it is in your field

You *register* an object at a location = you most recently encountered the object at that location

Principle 1: one can't goal-directedly act on an object unless one has encountered it.

Principle 2: correct registration is a condition of *successful* action.

Principle 3



proximity orientation lighting

barriers

trajectory

Your *field* = a set of objects related to you by proximity, orientation, lighting and other factors

You *encounter* an object = it is in your field

You *register* an object at a location = you most recently encountered the object at that location

Principle 1: one can't goal-directedly act on an object unless one has encountered it.

Principle 2: correct registration is a condition of *successful* action.

Principle 3: when an agent performs a goal-directed action and the goal specifies an object, the agent will act as if the object were actually in the location she registers it at.



proximity



orientation



lighting



barriers



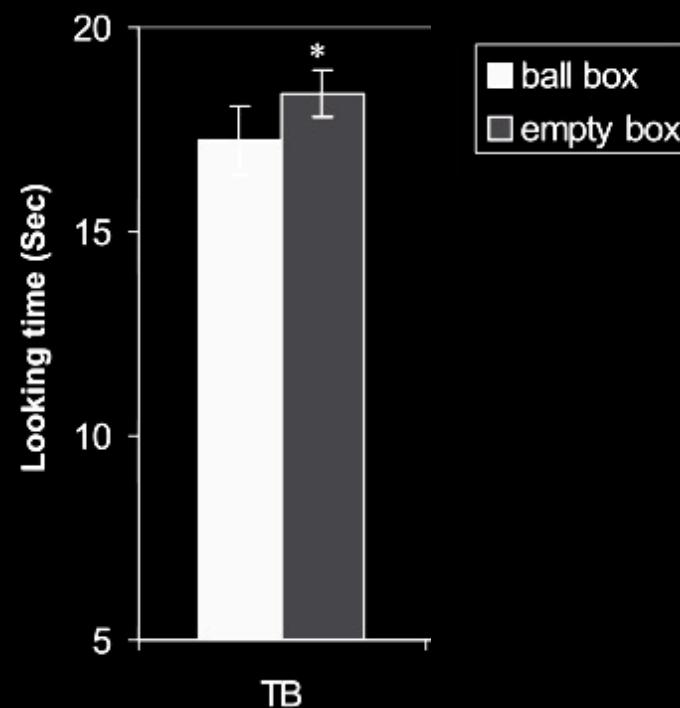
trajectory



source Träuble, Marinovic, & Pauen (2010)



source Träuble, Marinovic, & Pauen (2010)



source Träuble, Marinovic, & Pauen (2010)



source Träuble, Marinovic, & Pauen (2010)



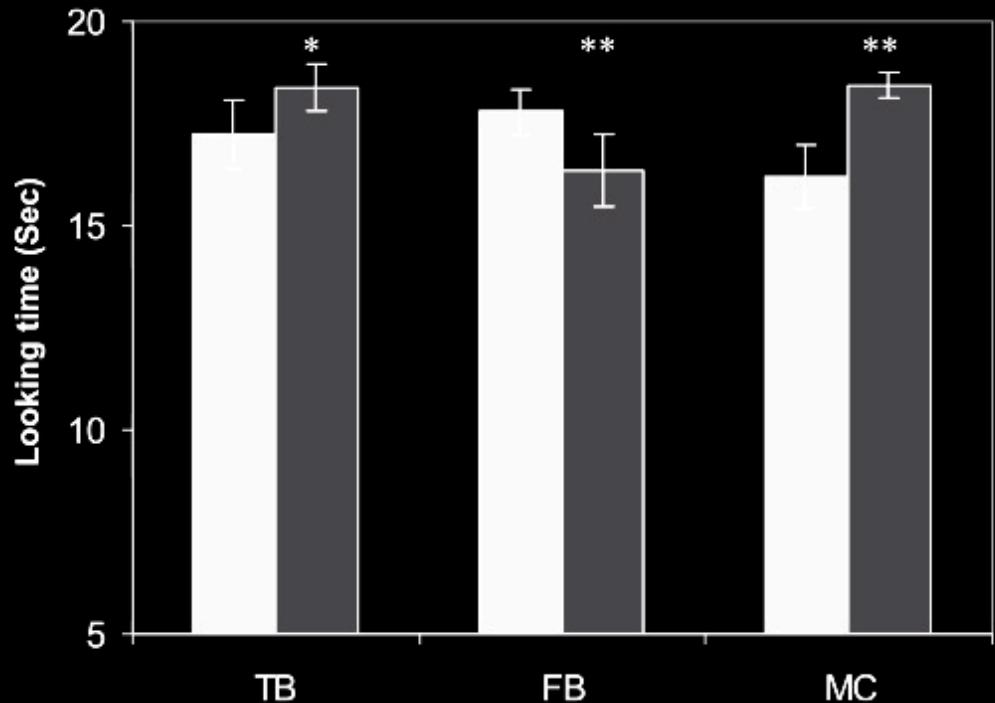
source Träuble, Marinovic, & Pauen (2010)



source Träuble, Marinovic, & Pauen (2010)



source Träuble, Marinovic, & Pauen (2010)



source Träuble, Marinovic, & Pauen (2010)

Your *field* = a set of objects related to you by proximity, orientation, lighting and other factors

You *encounter* an object = it is in your field

You *register* an object at a location = you most recently encountered the object at that location

Principle 1: one can't goal-directedly act on an object unless one has encountered it.

Principle 2: correct registration is a condition of *successful* action.

Principle 3: when an agent performs a goal-directed action and the goal specifies an object, the agent will act as if the object were actually in the location she registers it at.



proximity



orientation



lighting



barriers



trajectory

Your *field* = a set of objects related to you by proximity, orientation, lighting and other factors

You *encounter* an object = it is in your field

You *register* an object at a location = you most recently encountered the object at that location

Principle 1: one can't goal-directedly act on an object unless one has encountered it.

Principle 2: correct registration is a condition of *successful* action.

Principle 3: when an agent performs a goal-directed action and the goal specifies an object, the agent will act as if the object were actually in the location she registers it at.



proximity



orientation



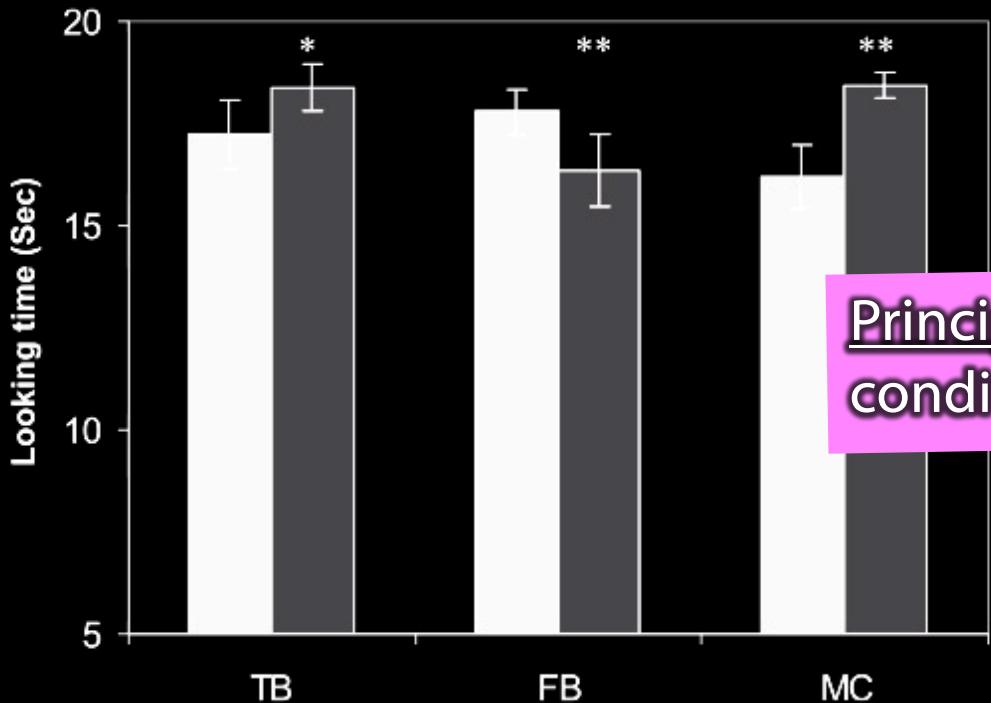
lighting



barriers



trajectory



Principle 2: correct registration is a condition of *successful* action.



source Träuble, Marinovic, & Pauen (2010)

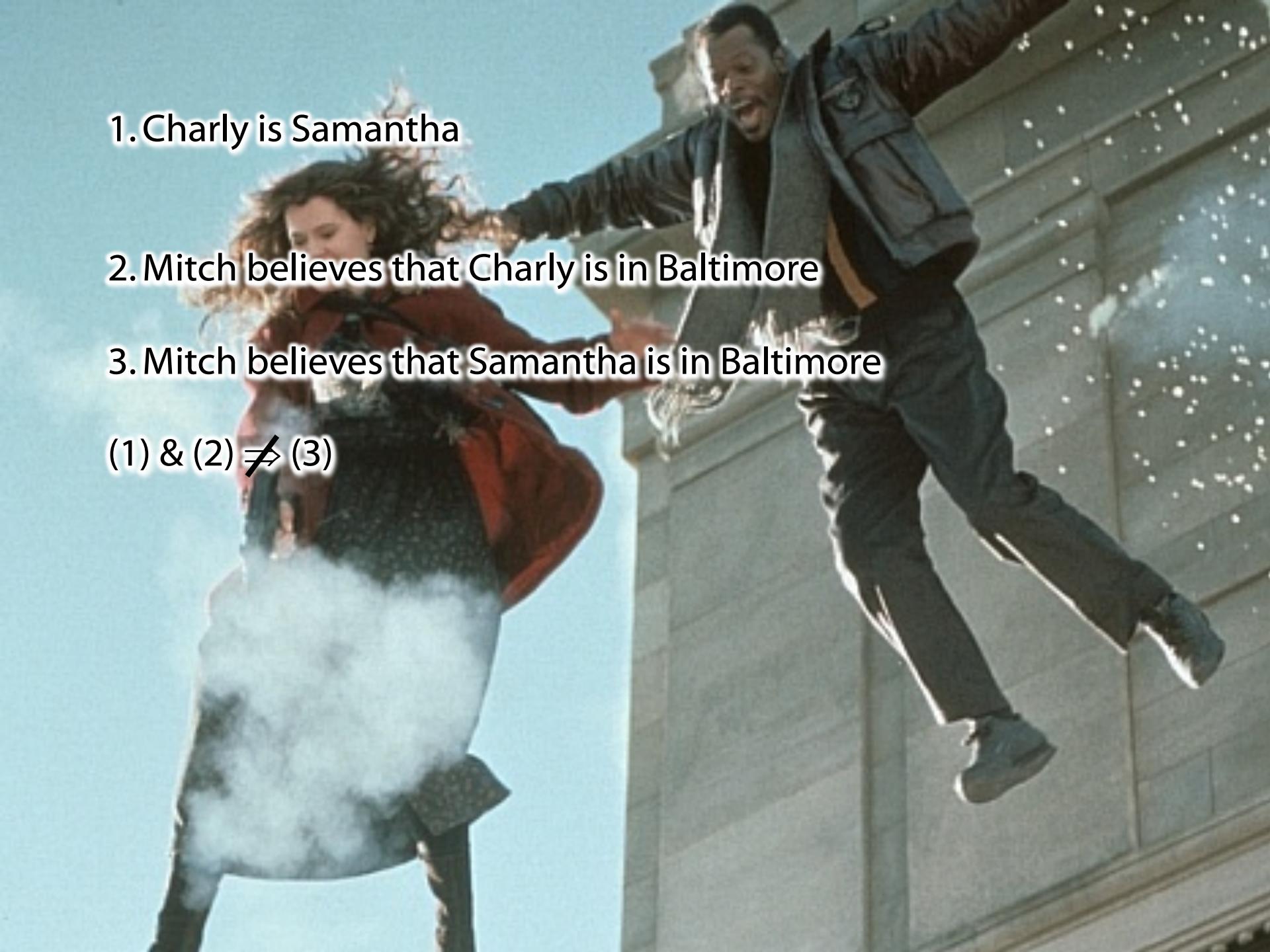
signature limits

1. Charly is Samantha

2. Mitch believes that Charly is in Baltimore

3. Mitch believes that Samantha is in Baltimore

(1) & (2) $\not\Rightarrow$ (3)



1. Charly is Samantha

2. Mitch believes that Charly is in Baltimore

3. Mitch believes that Samantha is in Baltimore

(1) & (2) $\not\Rightarrow$ (3)

1. Charly is Samantha
 2. Mitch believes that Charly is in Baltimore
 3. Mitch believes that Samantha is in Baltimore
- (1) & (2) $\not\Rightarrow$ (3)
4. Mitch registers <Charly, Baltimore>
 5. Mitch registers <Samantha, Baltimore>
- (1) & (4) \Rightarrow (5)

Subjects represent
registration

pass

fail

Subjects represent
beliefs

pass

pass

False belief
about location

False belief
about identity











Which Joint Actions Ground Social Cognition?

s.butterfill@warwick.ac.uk



Theory of mind *abilities* are widespread



Theory of mind *abilities* are widespread

18-month-olds point to inform, and predict actions based on false beliefs

(Liszkowski et al 2006)

(Onishi & Baillargeon 2005;
Southgate et al 2007)



Theory of mind *abilities* are widespread

18-month-olds point to inform, and predict actions based on false beliefs

Scrub-jays selectively re-cache their food in ways that deprive competitors of knowledge of its location

(Liszkowski et al 2006)

(Onishi & Baillargeon 2005;
Southgate et al 2007)

(Clayton, Dally & Emery 2007)

Theory of mind *abilities* are widespread

18-month-olds point to inform, and predict actions based on false beliefs

(Liszkowski et al 2006)

(Onishi & Baillargeon 2005;
Southgate et al 2007)

Scrub-jays selectively re-cache their food in ways that deprive competitors of knowledge of its location

(Clayton, Dally & Emery 2007)

Chimpanzees conceal their approach from a competitor's view, and act in ways that are optimal given what another has seen

(Hare, Call & Tomasello 2006)

(Hare, Call & Tomasello 2001)

Theory of mind *abilities* are widespread

18-month-olds point to inform, and predict actions based on false beliefs

Scrub-jays selectively re-cache their food in ways that deprive competitors of knowledge of its location

Chimpanzees conceal their approach from a competitor's view, and act in ways that are optimal given what another has seen

(Liszkowski et al 2006)

(Onishi & Baillargeon 2005;
Southgate et al 2007)

(Clayton, Dally & Emery 2007)

(Hare, Call & Tomasello 2006)

(Hare, Call & Tomasello 2001)

Theory of mind *abilities* are widespread

18-month-olds point to inform, and predict actions based on false beliefs

Scrub-jays selectively re-cache their food in ways that deprive competitors of knowledge of its location

Chimpanzees conceal their approach from a competitor's view, and act in ways that are optimal given what another has seen

(Liszkowski et al 2006)

(Onishi & Baillargeon 2005;
Southgate et al 2007)

(Clayton, Dally & Emery 2007)

(Hare, Call & Tomasello 2006)

(Hare, Call & Tomasello 2001)

Theory of mind *abilities* are widespread

18-month-olds point to inform, and predict actions based on false beliefs

Scrub-jays cache things and deprive others of knowledge of its location

Chimpanzees conceal their approach from a competitor's view, and act in ways that are optimal given what another has seen

(Liszkowski et al 2006)

(Onishi & Baillargeon 2005;

What doinfants, chimps and scrub-jays represent that enables them, within limits, to track others' perceptions, knowledge, beliefs and other propositional attitudes?

(Clayton, Daily & Emery 2007)

(Hare, Call & Tomasello 2006)

(Hare, Call & Tomasello 2001)

Theory of mind *abilities* are widespread

18-month-olds point to inform, and predict actions based on false beliefs

Scrub-jays selectively re-cache their food in ways that deprive competitors of knowledge of its location

Chimpanzees conceal their approach from a competitor's view, and act in ways that are optimal given what another has seen

Representing perceptions, knowledge states and beliefs is hard

Theory of mind *abilities* are widespread

18-month-olds point to inform, and predict actions based on false beliefs

Scrub-jays selectively re-cache their food in ways that deprive competitors of knowledge of its location

Chimpanzees conceal their approach from a competitor's view, and act in ways that are optimal given what another has seen

Representing perceptions, knowledge states and beliefs is hard, for it requires

- (a) conceptual sophistication
 - takes years to develop
 - development tied to acquisition of executive function and language
 - development facilitated by training and siblings

Theory of mind *abilities* are widespread

18-month-olds point to inform, and predict actions based on false beliefs

Scrub-jays selectively re-cache their food in ways that deprive competitors of knowledge of its location

Chimpanzees conceal their approach from a competitor's view, and act in ways that are optimal given what another has seen

Representing perceptions, knowledge states and beliefs is hard, for it requires

(a) conceptual sophistication

- takes years to develop
- development tied to acquisition of executive function and language
- development facilitated by training and siblings

(b) scarce cognitive resources

- attention
- working memory

Theory of mind *abilities* are widespread

18-month-olds point to inform, and predict actions based on false beliefs

Scrub-jays selectively re-cache their food in ways that deprive competitors of knowledge of its location

Chimpanzees conceal their approach from a competitor's view, and act in ways that are optimal given what another has seen

Representing perceptions, knowledge states and beliefs is hard, for it requires

(a) conceptual sophistication

- takes years to develop
- development tied to acquisition of executive function and language
- development facilitated by training and siblings

(b) scarce cognitive resources

- attention
- working memory