Intro

+ Myths & Mechanisms
+ Core knowledge and Perception
+ Development as rediscovery
+ Social origins of knowledge

Development as rediscovery

- We've seen that the task is to identify diff mechanisms & see how they interact
- Best models of interaction tend to assume direct representational relations
- There is an alternative suggested by Johnson & Morton's chicks facial recognition....

Social origins of knowledge

- An exciting niche discovery is the extent to which humans are social almost from birth ... primary & secondary intersubjectivity ... shared intentionality
- How can we make sense of this. Of course children might learn a lot from testimony (knowledge). But to learn from testimony you already have to know a lot — can't explain knowledge of objects or of words like this.

Core knowledge & perception

- sensitive methods reveal that infants know much from the early months
- but they also seem not to know this
- systematic attempts to explain this = core knowledge / modularity
- not neo-nativist
- not clear that this solves problems: eg why can core knowledge control eyes but not reaches (both are voluntary & purposive?)
- not clear that each case will be the same — causation & objecthood might involve mid-level object perception whereas agency might involve the motor system
- ~~Key will be to link~~ Fodor says modules are input systems. I think Key may exactly to be to link core knowledge & perceptual & motor awareness which is not to say that infants' core knowledge is merely perceptual but rather to say that perceptual experience does much more than is generally ~~expe~~ assumed

Development is rediscovery
Language is a tool of rediscovery
(so are tools)
Social interaction provides the understanding of communicative acts which enables language
But only thanks to bits of innate or early endogenous (including knowledge of syntax).

- Something about MT & about natural pedagogy?
  /
  Tomasello

Developing Mind.

For proposal

1. How do humans ....

Philosophers interested since Plato

But recent developments in dev. psych. rarely considered

Infants abilities + social interaction – 2 revolutions in dev. psy.

Need to consider ~~phil~~ sig of these for phil accounts of knowledge & experience; and also to consider new challenges they raise

Book will aim to fulfill both needs. ~~For philosophers~~ It will provide discussion of findings and their philosophical significance

~~Philosophers used to be more interested in dev — Quine~~

There have been two main sets of discoveries. The first concerns ~~to~~ abilities to track objects, numbers, actions and even mental from much earlier in infancy than formerly imagined. This has led, in conjunction with some tools ~~that~~ borrowed or adopted from Fodor (1983), to new theoretical perspectives and new ~~philosophical~~ questions. The second main discovery concerns the richness of social interactions at around age 12 months — helping, communicating and sharing experiences

Chapters (need outlines!)

- objects, physical principles & numbers, causes,
- colours
- facial emotions
- actions
- speech
- minds.
- social interaction

all linked to the way objects are perceived.

emotions { colours, speech
actions minds
objects causes physical principles
number

role of motor awareness

But (i) this is really driven by a problem;
(ii) Where does social interaction come in?

Alt approach

1. Pattern of puzzles:
   objects
   minds ~~&~~
   more?
2. Modularity as a global solution?
   Facts
3. Known cases —
   number: link infant capacities to object tracking; ??? for causes?
4. This wont work for minds....
5. Actions. (motor awareness)

Developing Mind

1. Puzzles: SToM? (simple theory of the mind?)
   - objects
   - physical principles — important that infant knowledge unfolds over development.
   - actions
   - minds

2. Core knowledge & modularity
   - ok as far as it goes but can we do better?

3. ~~Adult~~ Causation

   Infants + adults.

   Discrepancy in adults: it's a perceptual effect.

   Can we say the same about infants?

   Number: already have

   Physical principles: seems to work, can also link to object tracking

4. Colour & speech

   └ as anti-dote to the core knowledge standard story

   └ as showing that there may be a role for culture.

5. Action:

   a foundation for social interaction

   (understanding actions matters for social action!)

   teleological stance

   link to motor awareness.

   distinctions between understanding ~~minds~~ intentions + goals.

6. Social interaction:

   (expand on Tomasello's hypothesis

   └ objections: ja too complex

   objections: sophisticated mindreading already in place.

7. Mind:

   CP of emotions.

   Discrepancy in development.

   Also related to discrepancy in adults.

How could humans come to think about objects, words, agents, numbers & thoughts?

Davidson identifies a problem: lack language for half-formed minds.

First comes core knowledge. Then come external tools; and these in turn support learning

Development is rediscovery.

Language is the tool of rediscovery

Social interaction provedes the understanding of communicative acts which enables language

But only thanks to lots of innate or early endowments, including knowledge of syntax.