

REPORT 1

1. If you teach a related course, what text(s) are you currently using, and at what level do you teach?

I teach several related courses which would benefit from this textbook:

- ☐ *Social Cognition* at graduate and undergraduate level. There is currently no text book for this course, the reading list consists of journal articles and assorted chapters from anthologies. *The Developing Mind* would make an ideal core text for this course.
- ☐ *The Philosophy of Psychology* at graduate and undergraduate level. The current text for this course is J.L. Bermúdez *Philosophy of Psychology: a contemporary introduction* Routledge, 2005. I would certainly use *The Developing Mind* as a supplementary text for this course, and in years when I was not also teaching *Social Cognition* I would consider using it as a core text.
- ☐ *Introduction to Mind, Language and Embodied Cognition* at graduate level. The text for this is *Embodied Cognition*. L. Shapiro, Routledge, 2011. I would certainly add this book to the reading list for the course, and base a class on chapter 6 (Actions: Teleology and Motor Awareness). I would expect a significant number of students to refer to the book more generally in their essays and dissertations.

2. What do you think of the selection, range and level of the proposed contents?

I am very impressed by the selection of topics for the book. There are currently no books that I know of on the market which deal with all of these topics; current offerings tend to be much more specialised on one particular topic (e.g. number, or theory of mind) which is not so helpful for undergraduate teaching. The level of content would be ideal for advanced under-graduates and post-graduates, again I know of no books which deal with the proposed topics at this level.

3. Are the contents pitched at an appropriate level for the market?

Yes. See above.

4. Is there anything that you would add or remove from the contents?

A topic it might be good to include would be early development of moral judgment, in particular understanding of the moral/convention distinction in infants and children (e.g. Nichols, 2005 – lots of other papers too; Sloane et al. 2012). This would be interesting because, like other topics in the book, there is conflicting evidence between early infant studies and later understanding. It might also provide the opportunity to introduce cross-cultural debate, as while understanding of the moral/convention distinction arguably develops universally, it is realised in quite different ways depending on a child's cultural background. There is a lot of interest in this topic, and I think it would speak to issues discussed in this proposal about concept acquisition and understanding of belief.

I did not notice any proposed discussion of the nativism/empiricism distinction, nor of possible evolutionary considerations in evaluating accounts of the developing mind. These do not merit a chapter to themselves, but as they are central issues in the field it may help to include these topics in the introductory chapter. However, I appreciate that these topics may not have been necessary to include in a book proposal, and it may be that the author will be explaining these debates in the course of the text.

5. Can you list the relative strengths and weaknesses of your current text?

There isn't one for *Social Cognition*!

The strength of Bermúdez's text on the philosophy of psychology is its analysis of theoretical and methodological considerations in the field. It does not involve very much discussion of developmental literature. Whilst this is not a weakness of his text (it never intended to discuss developmental literature in detail), it highlights the need for a book which covers developmental issues. I think the combination of Bermúdez's theoretical analysis and *The Developing Mind* would form an excellent basis for a graduate or undergraduate course in this area.

6. Do you know of any other courses (either parts of a whole or dedicated courses) for which this book would be suitable?

No, but I'm confident it would be a popular choice for philosophy of psychology courses across universities.

7. Would you use this text as a basis for teaching a course in this subject?

See Q.1.

8. What are the strengths and weaknesses of this book?

Strengths:

The book discusses contemporary literature in this field, and has the ability to do so in more depth than is typically offered in journal articles. Offerings in this area tend to focus either on psychological findings, or conceptual analysis. This book brings these together in a way that couldn't be achieved within the scope of an article.

It is very easy in this debate for psychologists and philosophers to talk past each other. Again, this is particularly salient in journal articles, where each party is tailoring their writing to a particular audience. This book speaks to both sides of the discussion, and the proposal recognises areas where careful analysis is required to forward the debate (e.g. in the interpretation of the *violation of expectation* methodologies). My undergraduates often express frustration that there is no text which discusses openly the different aims and methodologies of philosophy and developmental psychology, and this book promises to help in this respect.

The book builds on philosophically venerable ideas (e.g. conceptions of belief and knowledge) and discusses attempts to naturalise them. Both graduate and undergraduate students are very interested in this developing aspect of philosophy, and the book will serve as a helpful paradigm of how empirical work can inform philosophical debate.

Weaknesses:

I cannot identify any weaknesses in the current proposal.

9. Do you have any comments on the author's/editor's suitability for the task?

Previous work by Stephen Butterfill is very well-respected in the field, and demonstrates extensive knowledge and insight into how developmental psychology can inform philosophical debate. He writes extremely clearly, so the contents of the book would be accessible to a range of audiences and abilities. I can't think of anyone better qualified to take on this project.

10. What other competing texts are you aware of (author/title/publisher/price/year if known)? How do they compare to the proposed title?

There are a variety of texts which cover some of the topics in this book, but none which cover them all. The only possible competing texts I can think of would be *The Innate Mind* volumes (Eds. P. Carruthers, S. Laurence and S. Stich), published 2005, 2006, and 2007 (O.U.P). Between them there are papers which speak to each of the topics in the book from developmental perspectives. However, because they are spread across three volumes they do not have the narrative coherence that this book would offer. So I do not think this is a major concern.

References

Nichols, S. (2005). Innateness and moral psychology. In P. Carruthers, S. Laurence, & S. Stich (Eds.), *The Innate Mind vol.1. Structure and Contents* (pp. 353 - 369). Oxford University Press.

Sloane, S., Baillargeon, R., & Premack, D. (2012). Do infants have a sense of fairness? *Psychological Science*, 23, 196-204.