

1. Simple model of the mind: for ~~each~~ many types of thing (cats, beliefs & numbers, among others) there is a concept. For each subject and concept, either the subject has the concept or she does not. If she has the concept she is able to think about the things it is a concept of; otherwise she will not.

systematic differences among ppl. in knowledge of what they can think of.

(So concept possession explains the diff bet. those who can, and those who cannot, think about X's as such.)

On this view, perceptual & motor processes are merely enabling conditions. Piaget's topic of philosophy is just thought & pe. just phenomena of chess.

## 2. Developmental problems for SMOM:

- object (permanence)
- number
- belief, action(?)
- speech
- colour
- physical principles
- ...

HOW TO GET SOCIAL ASPECT INTO THE ARGUMENT?

Need to change view if want to understand development.

include time?

3. Modify SMOM: Knowledge<sub>1</sub> & Knowledge<sub>2</sub>  
& III<sub>1</sub> for concepts

But how to make this distinction?

Notoriously difficult to come up w. a & that is not merely descriptive.

... modularity ....

Tendency in Philosophy to focus on just one kind of mind is a mistake: understood rich, lost at as many varieties - in possible to get commonalities & differences.

4. Problem for modularity: how the reps could be modular.

- ~~obj~~-beliefs
- objects
- speech

Sol: They are represented in perceptual & motor systems

(Might replace modularity here w. dist<sup>n</sup> bet. perceiving, acting & thinking)

5. problem for modularity: how reps facilitate development given that they aren't inferentially accessible.

S.1. chess

S.2 social tools (ja. + development).

Don't need to go to dev. to find reasons for rejecting this picture. But it is pressing because we need ways to explain diff's bet ppl who can & can't represent X. Need something like a concept.

## Dev Mind.

What is it like to be a 7-month old?

object permanence  
paradox of early permanence  
speech perception  
object permanence as categorical perception

1. A series of problems
  - object permanence
  - mindreading
  - number
  - speech

Sch of proper known.

Either you have the concept or you don't; either you know or you don't.

1 = How dev. findings destroy the simple model of the mind

2-3 = Why an alternative is harder than you think

Broad idea: multiple systems. This is interesting because philosophers tend to

But what do we mean by multiple systems?

give accounts of phenomena that would make cognition of them cognitively +

conceptually demanding.

Multiple systems means broadening enquiry

2. Modularity : one way to make the difference
3. Difficulties with modularity as a magic bullet
  - how are things represented; what are the limits? Need — speech: motor
4. Difficulties w. modularity: ~~as~~ what's the connection between modules & thought later (direct representational relations)
  - speech: registration
  - speech as a model

5. Social facilitators of development.

socially constructed tools get from modular & non-modular representations.

## Dev. Mind.

Q9

Sources

1. For each X, there is an age at which the question, "Do subjects of this age represent X, has conflicting answers each justified by evidence. How could the conflict be resolved?
2. Pbl

## Philosophical Theories of

joint action, ~~which it is~~

~~to represent objects as~~

~~extra~~ knowledge and

mindreading are often

~~it~~ such that engaging in these things is

cognitively and conceptually demanding

Young children ~~eg~~ often cannot meet these demands.

Yet they seem capable of mindreading, joint action, knowing & acting.

Does this provide a reason to reject these theories?

Early-developing vs. late:

- automaticity

1. What is the relation between

earlier developing capacities

to deal with number, space,

physics, action, mind and

speech and ~~later developing~~ <sup>typically</sup>

typically divide into two types:

~~early~~ those that typically

appear early in development, in the

first 18 months of life, and

then that typically appear

much later, from around 36 months.

~~What is the flow from the former to the latter~~ could

~~these~~ <sup>these</sup> two kinds be related?

L Identity

L gradual transformation

L parallel systems.

1. no duality

2. seeing causes

3. m & m

4. CP of speech.

5. joint action & development.

Social Mind (= IA & The emergence of mindreading)

How social interaction \_\_\_\_\_

The social aspects of mind have their origins in social interaction

developmental,  
evolutionary

To understand social mind, need to understand

1. mindreading
2. joint action
3. role of these in development.  
(a signpost for transition from CP of  
speech to phonological awareness  
because language is a tool.)

Interacting Mindreaders.