

Chapters

- Colour ~ unexpected in that
- i) infant system doesn't seem to grow into adult system
 - ii) infant system continues to exist.

Language re-shapes rather than picks out infant categories

DON'T START WITH COLOUR - PLAY IT DOWN

Objects

Physical principles

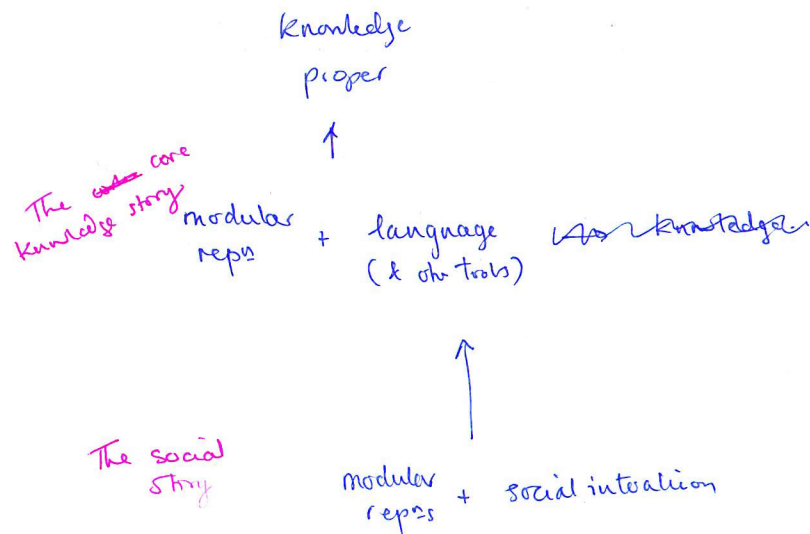
On the non-representational, dev. as redundancy - see Shea BBS commentary on Carey - Quinean bootstrapping for number is not involving "explanation by context"

BBS commentary
check refs. "Number."

Dehaene
Spelke 2005b
Mandler

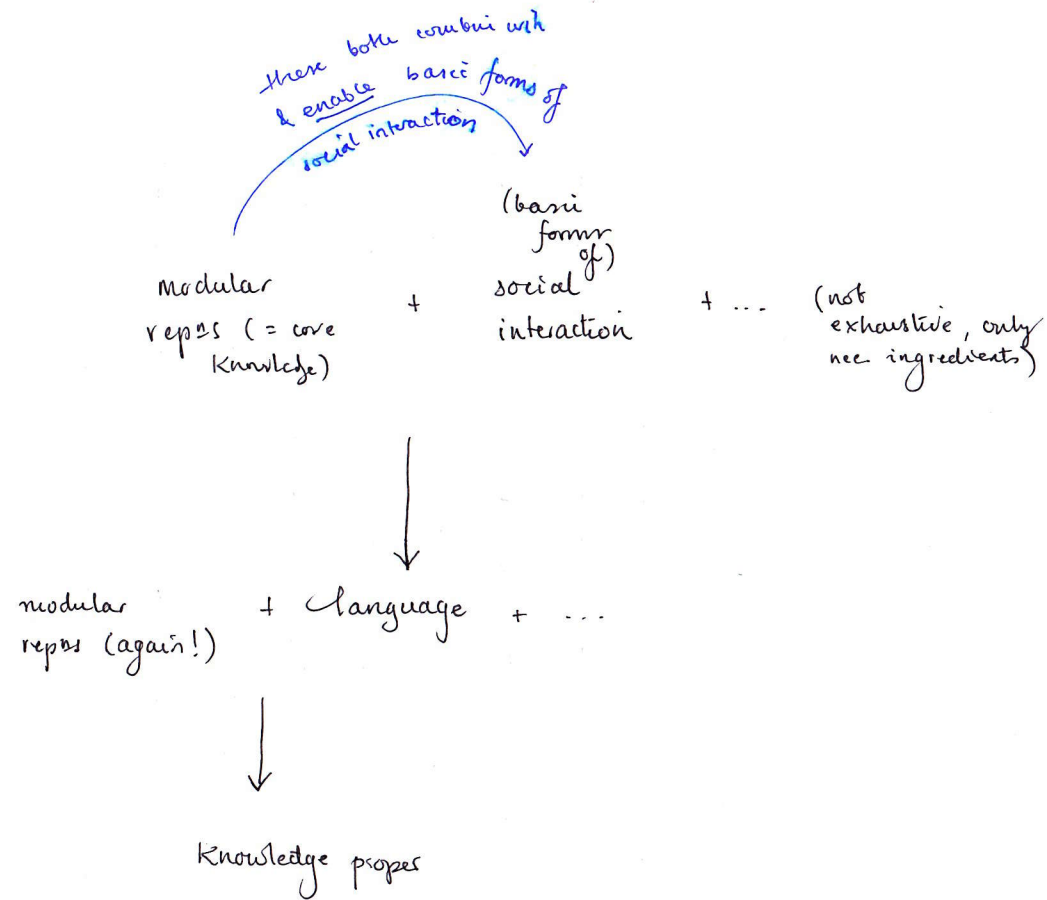
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2012-07-09

Developing Mind: ChapterA philosophical introduction to
issues in cognitive development.Earlier plan doesn't include WORDS.WordsOne problem is mapping words to referents.Striking claim: children's ability to do this
depends on their awareness of minds.Q: But ~~how~~ ~~can~~ awareness of minds precedes
what knowledge of words?(Occasionally philosophers have argued can't have
thought w/o language use; ~~but~~ new claim is
that can think about thought before having a
language)→ chapters on action & mindsA second problem is understanding words as
communicative devices at all. Mere word-object
associations don't drive behaviour. Earlier understanding
of communicative gestures is surely essential.(Discuss pointing & c.) One hypothesis is
that words have their origins in shared intentionality.This leads to two questions: Q how could
this work (won't answer) and Q what sort of
shared intentionality could be involved (not conceptually
demanding)?→ not sure these go to a chapter
(Might do one on
Tollejzen, Pacheco + Ruff)Setting up questions to link
to other chapters

② 2012-07-09

Developing Minds: Picture



Developing Minds: Chapters

1. Objects - physics - ~~actions~~ minds

In each case there is a puzzling
decalage.

- Infants are capable ...
- ... but the pattern of performance is in
some ways mysterious.

Can we solve this by appeal to core knowledge or
modularity? This will leave some outstanding questions.

2.

Causation - Michotte. vs. Carey
Infants & adults. No puzzle about the discrepancy
provided we don't think of p.e. as very closely
tied to belief & concept possession.

Can we extend this idea to other cases of c.k.?
core knowledge?

Number: already have

Physical principles: this is exactly the suggestion - but
Carey argues that causation can't be a core principle
because it integrates across domains. (objects + agents)

Basic Infant findings

Puzzling patterns.

Modularity / Core knowledge

Problems for these notions
(are we there yet).

[Aside: innateness]
 justification is lacking (early & innate)
 theoretical sig. of innate is early?
 theoretical difficulties w. specifying
 learning
 Reply to Fodor's argument
 (multiple systems do
 enable learning).

Carey's guess that core cognition
has ~~uses~~ iconic formats

Issue: are new concepts acquired
other than through composition (i.e.
are new primitive concepts acquired)?

Fodor: No

Mandler: yes

Carey: yes

Lawrence & Margolis: yes

Must explore models?