CG118: Cognitive Development
Syllabus

Professor
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Office Hours: Tuesdays 1:30-3:30pm

Overview
How do infants and young children acquire knowledge about the world? We will examine children's understanding of the physical world, psychological kinds, biological entities, number, objects, and space. Students are expected to read and comment on both empirical and theoretical primary source articles, to participate in weekly discussions, and complete a set of writing assignments.

Prerequisites
There are no prerequisites for graduate students in the Cognitive and Linguistic Sciences or Psychology Department.

Undergraduates and graduate students from other departments must have taken an introductory course in cognitive development (CG063) or the equivalent. I will assume that any student in this class has been exposed to basic material and studies in cognitive development. Students who lack this prerequisite may be admitted to the course on a case-by-case basis.

Class Requirements
The class will meet once a week. Each of these meetings will have readings associated with them. A course requirement is that you do all of these readings, and be prepared to discuss issues that emerge from them in class. Each week, you will generate a 1 page reaction paper to one of the articles you are assigned. As a lynchpin for discussion, I will ask you to talk about the article you have written about. You will also be expected to comment on your classmates’ reactions to the articles you did not write about.

There will also be two paper assignments, a short assignment due in the middle of the term and a long assignment due at the end of the semester.

As such, the distribution of credit for this class is as follows:
1) Weekly Written Assignment (30% of grade)
2) Short mid-semester paper assignment (20% of grade)
3) Final paper assignment (30% of grade)

The remaining 20% of your grade comes from class participation.
A general course schedule is detailed below. For each week (except one), a primer reading is also provided. This reading is optional. It is from a more introductory source.

Sept 7: Introduction to Course. No reading assigned

Sept 14: Theories of Development
   Primer: Flavell et al. (2002), pp. 1-28
   Piaget (1952), Ch. 1
   Fodor (1980) and Commentary
   Gopnik & Wellman (1994)

Sept 21: Infant Perceptual Development I: Visual Events
   Primer: Flavell et al. (2002), pp. 29-46
   Kellman and Spelke (1983)
   Slater et al. (1996)
   M. Johnson et al. (1991)

Sept 28: Infant Perceptual Development II: Auditory Events
   Primer: Flavell et al. (2002), pp. 48-54
   Eimas et al. (1971)
   DeCasper & Fifer (1980)
   Kuhl & Meltzoff (1982)
   Werker & Tees (1984)
   Get Short Paper Assignment

Oct 5: Understanding Objects and Space
   Primer: Flavell et al. (2002), pp. 72-83
   Baillargeon (1987)
   Spelke et al. (1992)
   Baillargeon (1999)

Oct. 12: Statistical Learning
   No Primer Reading
   Haith (1993)
   Saffran et al. (1996)
   Kirkham, Slemmer, & Johnson (2002)

Oct 19: Understanding Number
   Primer: Flavell et al. (2002), p. 124-135
   Starkey, Spekle & Gelman (1983)
   Antell & Keating (1983)
   Wynn (1992)
   Feigenson & Carey (2005)
   Gordon (2004)
Oct 26: Categorical Development

*Primer: Flavell et al. (2002), pp. 108-117*
Quinn et al. (1999)
Landau, Smith & Jones (1988)
Gelman & Markman (1987)
Keil (1989), Ch. 7-8

Oct 30: Short Paper Due

Nov 2: Memory Development

*Primer: Flavell et al. (2002), pp. 236-247*
Rovee-Collier (1999)
Bauer (2002)
Reese & Fivush (1993)
Bruck & Ceci (1999)

Nov 9: Causal Knowledge

*Primer: Flavell et al. (2002), pp. 86-88 and 149-152*
Oakes & Cohen (1990)
Schlottman & Shanks (1992)
Schulz, Gopnik, & Glymour (in press)
Sobel & Kirkham (in press)

Nov 16: Theory of Mind I (Perception and Intentionality)

*Primer: Flavell et al. (2002), pp. 187-198*
Lempers, Flavell, & Flavell (1977)
Woodward et al. (2001)
Baird & Baldwin (2001)

Nov 23: Thanksgiving

Nov 30: Theory of Mind II (Thinking, Belief, and Pretending)

*Primer: Flavell et al. (2002), pp. 198-209*
Johnson & Wellman (1982)
Wellman, Cross & Watson (2001)
Lillard (2001)

Dec 7: Biological Knowledge

*Primer: Flavell et al. (2002), pp. 117-124*
Inagaki & Hatano (1996)
Massey & Gelman (1988)
Springer & Keil (1989)
Kalish (1996)

Dec 20: Final Paper Due at 12pm