Overview
This course will examine fundamental topics in cognitive development from the point of view of the developing brain. Topics of interest will include developing abilities in perception, attention, action, objects, memory, planning, language, and social cognition.

Prerequisites
There are no prerequisites for graduate students. Undergraduate students are required to have taken an introductory course in cognitive development (e.g., COGS 0630) or the equivalent. An introductory course in behavioral neuroscience (e.g., NEUR 0010) and/or more advanced coursework in cognitive development (e.g., COGS 1180) is recommended, but not required.

Course Requirements
The class meets twice weekly, on Tuesdays and Thursdays. The class is organized around a set of topics. For each topic, there will be a set of readings. The expectation is that students will do all the readings. We will dedicate two classes to each topic. The first class will involve a brief (~20 minute) lecture by Prof. Sobel. Following this lecture, we will discuss the content of the papers. This discussion will go for the rest of the first class meeting and all of the second. One student (or a group of students, dependent on class size) will be assigned to “assist” the discussion each week.

To help facilitate discussion, all students will be asked to write a one page reaction paper on each week’s reading. That paper can be on an individual article we read that week, on a pair of articles that contrast, on the week’s reading as a whole, or on your beliefs about the relation between the week’s reading and other material. This reaction paper will be due in the second class.

My hope is that discussion occurs naturally and organically from the lecture. If little discussion is generated, I will ask students to present what they wrote about for their reaction paper, as springboards for discussion. You will also be expected to comment on your classmates’ reactions, even if you did not write about that particular article.

There will also be one research paper assignment due at the end of the semester. This will serve in lieu of a final examination.

The distribution of credit for this class is as follows:
1) Weekly Written Assignment (33% of grade)
2) In-Class Participation (33% of grade)
3) Final paper assignment (33% of grade)

A course schedule is detailed below. Reading in *italics* come from the textbook (or another basic source), and are intended as primer. They are required, but should not be the focus of reaction papers. Note that readers are always in chronological order, not in order of importance.

Sept 6: First day of class, go over syllabus and expectations

Sept 11: Meeting to arrange presentations, Introductory Lecture by Prof. Sobel
   Reading:
   *Johnson Ch. 1-2*

Sept 13: Holiday, No Class

Sept 18: No Class

Sept 20: Vision and Attention (L/P)
   Readings:
   *Johnson Ch. 3*
   Dannenmiller (2001)
   Columbo (2002)
   Richards & Hunter (2006)

Sept 25: Vision and Attention Discussion
   *Reaction Paper Due*

Sept 27: Language Development (L/P)
   Readings:
   *Johnson, Ch. 7*
   Dehaene-Lambertz & Dehaene (1994)
   Cheour et al. (1998)
   Bates & Roe (2001)
   Bortfield et al. (2007)
   Saito et al. (2007)

Oct 2: No Class

Oct 4: Language Development Discussion
   *Reaction Paper Due*

Oct 9: Object Perception and Permanence (L/P)
   Reading
   *Johnson, pp. 78-87, 147-151*
   Diamond (1991)
   Mareschal et al. (1999)
Kaufman et al. (2003)
Wilcox et al. (2005)

Oct 11: Object Perception and Permanence Discussion

Reaction Paper Due

Oct 16: Number (L/P)
Reading:
Johnson, Ch. 4, pp. 87-90
Dehaene et al. (1999)
Carey (2001)
Cantlon et al. (2006)
Simon et al. (2005)

Oct 18: Number Discussion

Reaction Paper Due

Oct 23: Face Perception (Guest Lecture, Giulia Righi / Presentation)
Reading
Johnson, Ch. 5 (pp. 92-99, 103-109)
Kanwisher et al. 1997
Gauthier et al., 1999
Johnson et al. (1991)
deHaan (2001)

Oct 25: Face Perception Discussion

Reaction Paper Due

Oct 30: Theory of Mind (L/P)
Reading:
Flavell (1999)
Saxe (2006)
Saxe et al., (2006)
Perner et al. (2006)
Sabbagh & Flynn (2006)

Nov 1: Theory of Mind Discussion

Reaction Paper Due

Nov 6: Autism (L/P)
Reading:
Johnson, Ch. 5 (pp. 112-118)
Baron-Cohen, Leslie & Frith (1985)
Baron-Cohen (2000)
Charman (2000)
Ozonoff (2001)
Leslie et al. (2006)

Nov 8: Autism Discussion
   Reaction Paper Due

Nov 13: Memory (L/P)
   Readings:
   Johnson, Ch. 6
   Nelson (2002)
   Davidson et al. (2006)

Nov 15: Memory Discussion
   Reaction Paper Due

Nov 20: Catch-up Class

Nov 22: No Class, Thanksgiving

Nov 27: Executive Functioning (L/P)
   Readings:
   Johnson, Ch. 8
   Carlson & Moses (2001)
   Espy et al. (2001)
   Shallice et al. (2002)

Nov 29: Executive Functioning Discussion
   Reaction Paper Due

Dec 4: Action Planning and Causality (L/P)
   Readings
   No Primer Reading
   Blakemore et al. (2001)
   Fugelsang & Dunbar (2004)
   Roser et al (2005)
   Fugelsang et al. (2005)

Dec 6: Action Planning and Causality Discussion
   Reaction Paper Due

Make up Classes if necessary (TBD)

Due Date of Final Paper: December 17, 2007 at 5pm. Note: No extensions will be granted for this assignment.