

Précis of *Beyond modularity: A developmental perspective on cognitive science*

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Abstract. *Beyond modularity* attempts a synthesis of Piaget's anti-constructivist nativism and Piaget's individualist constructivism. Contra Piaget, I argue that: (1) the study of cognitive development is essential to cognitive science; (2) the modularist processing dichotomy is too rigid; and (3) the mind does not begin with prepackaged modules; rather, development involves a gradual process of "assimilationization." Contra Piaget, I argue that: (1) development rarely involves stage-like domain-general change and (2) domain-specific predispositions give development a small but significant kickstart by focusing the infant's attention on propiety inputs. Development does not stop at efficient learning. A fundamental aspect of human development ("representational redescription") is the hypothesized process by which information that is in a cognitive system becomes progressively explicit knowledge to that system. Development thus involves two complementary processes of progressive modularization and progressive "explicitization." Empirical findings on the child as linguist, physicist, mathematician, psychologist, and motorist are discussed in support of the theoretical framework. Each chapter concentrates first on the initial state of the infant used/abused on subsequent domain-specific learning in infancy and early childhood. It then goes on to explore that, as older children's problem solving and theory building, with particular focus on evolving cognitive flexibility. Emphasis is placed throughout on the status of representations underlying different capacities and on the multiple levels at which knowledge is stored and accessible. Finally, consideration is given to the need for more formal developmental models, and a comparison is made between representational, redescription and representational simulations of development. In conclusion, I consider what is special about human cognition by specializing on the status of representations underlying the structure of behavior in other species.

Keywords: cognitive development; constructionism; domain-specific/domain-general; modularity; nativism/constructivism; other species; phase versus stage; representational redescription

It is less illogical than it first appears to speak
of instincts for inventiveness.
(Marler 1984, p. 802)

1. Taking the developmental perspective seriously

Beyond modularity: A developmental perspective on cognitive science (Karmiloff-Smith, 1982a) not only aims to reach developmental psychologists, but also strives to persuade cognitive scientists to treat cognitive development as a serious theoretical science contributing to the discussion of how the human mind/brain develops and is organized internally; and not merely as a case empirical database underpinning the questions of the age at which external behavior can be observed. Nowadays much of the literature focuses on what cognitive science can offer the study of development. In *Beyond modularity*, I concentrate on what a developmental perspective can offer cognitive science and attempt to pinpoint what is specifically human about human cognition.

As Piaget's enunciation of the sensorimotor infant is being severely undermined by some paradigms for study-

ing infancy, the battle between nativism and constructivism once again rears its rather unconstructive head. In *Beyond modularity*, I do not choose between these two epistemological stances, one arguing for predominantly built-in, domain-specific knowledge, and the other for a rigorous stance underpinning the subsequent domain-general learning. Rather, I suggest that nativism (when re-defined within a truly epigenetic perspective of genetic expression rather than genetic unfolding), on the one hand, and Piaget's constructivism, on the other, are complementary in foundational ways, and that the ultimate theory of human cognition will encompass aspects of both. *Beyond modularity* is intended to excite the reader about the possibilities of a developmental perspective embracing both domain-specific predispositions and constructivism and to demonstrate that one can attribute various modular/processed structures to the human genome without denying the crucial roles of the physical and sociocultural environments and without jeopardizing the deep-seated conviction that we are special – creative, cognitively flexible, capable of conscious reflection, novel invention, and occasional inordinate stupidity!

Developmental psychologists of the Piagetian school

Beyond Modularity A Developmental Perspective On Cognitive Science

Saadi Lahlou



Beyond Modularity A Developmental Perspective On Cognitive Science:

Beyond Modularity Annette Karmiloff-Smith, 1995-09-25 Taking a stand midway between Piaget's constructivism and Fodor's nativism Annette Karmiloff-Smith offers an exciting new theory of developmental change that embraces both approaches She shows how each can enrich the other and how both are necessary to a fundamental theory of human cognition Karmiloff-Smith shifts the focus from what cognitive science can offer the study of development to what a developmental perspective can offer cognitive science In *Beyond Modularity* she treats cognitive development as a serious theoretical tool presenting a coherent portrait of the flexibility and creativity of the human mind as it develops from infancy to middle childhood Language physics mathematics commonsense psychology drawing and writing are explored in terms of the relationship between the innate capacities of the human mind and subsequent representational change which allows for such flexibility and creativity Karmiloff-Smith also takes up the issue of the extent to which development involves domain specific versus domain general processes She concludes with discussions of nativism and domain specificity in relation to Piagetian theory and connectionism and shows how a developmental perspective can pinpoint what is missing from connectionist models of the mind *Beyond Modularity*, 1999 **Beyond Modularity** Annette Karmiloff-Smith, 1992

The MIT Encyclopedia of the Cognitive Sciences (MITECS) Robert A. Wilson, Frank C. Keil, 2001-09-04 Since the 1970s the cognitive sciences have offered multidisciplinary ways of understanding the mind and cognition The MIT Encyclopedia of the Cognitive Sciences MITECS is a landmark comprehensive reference work that represents the methodological and theoretical diversity of this changing field At the core of the encyclopedia are 471 concise entries from Acquisition and Adaptationism to Wundt and X-bar Theory Each article written by a leading researcher in the field provides an accessible introduction to an important concept in the cognitive sciences as well as references or further readings Six extended essays which collectively serve as a roadmap to the articles provide overviews of each of six major areas of cognitive science Philosophy Psychology Neurosciences Computational Intelligence Linguistics and Language and Culture Cognition and Evolution For both students and researchers MITECS will be an indispensable guide to the current state of the cognitive sciences **Developmental Perspectives on Embodiment and Consciousness** Willis Overton, Ulrich Mueller, Judith Newman, 2007-09-19

Until recently the body has been largely ignored in theories and empirical research in psychology particularly in developmental psychology Recently however several conceptions of the relation between body and mind have been developed Common among these conceptions is the idea that the body plays an important role in our emotional social and Developmental Perspectives on Metaphor Ellen Winner, 2017-09-05 Research on the development of metaphor abilities in children can be dated back as far as 1960 with Asch and Nerlove's pioneering study which concluded that children were unable to understand metaphors until middle or even late childhood However the study of metaphor in children did not take off until the 1970s research continued to show metaphor as a relatively late developing skill based on children's inability

to paraphrase correctly metaphoric sentences presented out of any situational or narrative context In the past decade research into the development of figurative language has broadened considerably in scope Efforts have been underway to demonstrate the cognitive underpinnings of the ability to make sense of figurative language and to demonstrate the role of metaphor and its cousin analogy in the development of cognition Metaphor is now considered to be a central aspect of language and thought and thus a crucial variable in cognitive development The articles in this issue support the claim that no longer can any theory of language acquisition afford to ignore how children are able to recognize the distinction between what is said and what is meant and how they are able to grasp what is meant when people say things they do not mean

A Companion to Chomsky Nicholas Allott, Terje Lohndal, Georges Rey, 2021-04-16 A COMPANION TO CHOMSKY Widely considered to be one of the most important public intellectuals of our time Noam Chomsky has revolutionized modern linguistics His thought has had a profound impact upon the philosophy of language mind and science as well as the interdisciplinary field of cognitive science which his work helped to establish Now in this new Companion dedicated to his substantial body of work and the range of its influence an international assembly of prominent linguists philosophers and cognitive scientists reflect upon the interdisciplinary reach of Chomsky's intellectual contributions Balancing theoretical rigor with accessibility to the non specialist the Companion is organized into eight sections including the historical development of Chomsky's theories and the current state of the art comparison with rival usage based approaches and the relation of his generative approach to work on linguistic processing acquisition semantics pragmatics and philosophy of language Later chapters address Chomsky's rationalist critique of behaviorism and related empiricist approaches to psychology as well as his insistence upon a Galilean methodology in cognitive science Following a brief discussion of the relation of his work in linguistics to his work on political issues the book concludes with an essay written by Chomsky himself reflecting on the history and character of his work in his own words A significant contribution to the study of Chomsky's thought A Companion to Chomsky is an indispensable resource for philosophers linguists psychologists advanced undergraduate and graduate students and general readers with interest in Noam Chomsky's intellectual legacy as one of the great thinkers of the twentieth century

Taking Development Seriously A Festschrift for Annette Karmiloff-Smith Michael S. C. Thomas, Denis Mareschal, Victoria Knowland, 2021-05-16 This influential festschrift honours the legacy of Annette Karmiloff Smith a seminal thinker in the field of child development and a pioneer in developmental cognitive neuroscience The current volume brings together many of the researchers collaborators and students who worked with Professor Karmiloff Smith to show how her ideas have influenced and continue to influence their own research Over four parts each covering a different phase or domain of Karmiloff Smith's research career leading developmental psychologists in cognition neuroscience and computer science reflect on her extensive contribution from her early work with Piaget in Geneva to her innovative research project investigating children with Down syndrome to understand the mechanisms of Alzheimer's disease

The chapters provide a mix of cutting edge science and reminiscence providing a fascinating insight into the historical contexts in which many of Annette's theoretical insights arose including such ideas as the microgenetic approach representational redescription and neuroconstructivism. The chapters also provide updates about how earlier theoretical ideas have stood the test of time and present unpublished data from the early years of Annette's career. *Taking Development Seriously* is essential reading for students and scholars in child development and developmental neuroscience.

Advances in Child Development and Behavior Patricia J. Bauer, 2009-08-03 Volume 37 of the *Advances in Child Development and Behavior* series includes 8 chapters that highlight some of the most recent research in developmental and educational psychology. A wide array of topics are discussed in detail including the role of dyadic communication in infant social cognitive development, space number and the atypically developing brain, development from a behavioral genetics perspective, nonhuman primate studies of individual differences in pathways of lifespan development, the development of autobiographical memory, origins and consequences of the maturation of cognitive control and the adolescent brain, the developmental origin of naïve psychology and children's reasoning about traits. Each chapter provides in-depth discussions of various developmental psychology specializations. This volume serves as an invaluable resource for psychology researchers and advanced psychology students.

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Installation Theory Saadi Lahlou, 2018-02-08 *Installation Theory: The Societal Construction and Regulation of Behaviour* provides researchers and practitioners with a simple and powerful framework to analyse and change behaviour. Informed by a wide range of empirical evidence, it includes an accessible synthesis of former theories: ecological psychology, activity theory, situated action, distributed cognition, social constructionism, actor network theory and social representations. Installations are the familiar socially constructed apparatuses which elicit, enable, scaffold and control and make predictable most of our normal behaviour: from shower cabins or airport check-ins to family dinners, classes or hospitals. The book describes their threefold structure with a new model enabling systematic and practical analysis of their components. It details the mechanisms of their construction, resilience and evolution, illustrated with dozens of examples from restaurants to nuclear plant operation. The book also provides a detailed analysis of the processes of creation and selection of innovations, proposing a model for the maintenance and evolution of social systems.

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