

Social Cognitive Development C8045



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Final year option - Autumn 2017 (Teaching Term 1)
Module Organiser and Tutor: Nicola Yuill
Contact: nicolay@sussex.ac.uk
ChaTlab research page: www.sussex.ac.uk/psychology/chatlab
Office hours: see Sussex Direct. Office: Pevensey 2 4B2
3rd year option, 12 weeks Autumn (Teaching Term 1), Module Credit: 15
Contact Hours and Teaching Method: 1 1.5-hr seminar per week + 3 lectures+2 workshops

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This module considers aspects of development that reflect the social nature of humans. The module covers 8 topics in 4 inter-related areas: *social cognition* (e.g. normal development of theory of mind and its apparent absence in autism), *self-reflection* (e.g. the growth of self-consciousness and shyness), *morality* and *emotions*. The underlying theme is the role of cognitive development and social context in children's developing understanding of themselves and others. The module is structured to allow you to study a chosen topic in depth, while also viewing it from the theoretical contexts of the other topics addressed: that means all the seminars add to the breadth and depth of your final assessment. The aim of the module is not delivery of content but the development of an ability to think independently and creatively about literature in the area so as to develop an original view tied to evidence and reasoning rather than anecdote.

Module Objectives:

- 1) to enable you to work in depth on a particular topic that interests you
 - 2) to reflect in a constructive and critical way on some basic theoretical questions about developmental psychology and social cognition
 - 3) to develop your skills in independently choosing, specifying and researching a topic.
 - 4) to develop your abilities to present your research orally in a way that considers the needs of your audience, including choosing introductory readings
 - 5) to develop your skills in listening and responding constructively to others' presentations.
- Pre-requisites: 2nd year Developmental Psychology or equivalent, knowledge of basic theories of cognitive and social development (e.g. Piaget, Vygotsky, language development)

By the end of the module a successful student should be able to:

- demonstrate a clear understanding of theories relevant to social cognitive development
- demonstrate an ability to critically evaluate empirical evidence, core concepts and controversies in social cognitive development
- demonstrate the ability to construct a topic-relevant argument in speech and writing

"The presentation to feedback to essays structure is excellent. I felt like I was really able to develop my ideas in response to tutor and class feedback."

Assessment:

Coursework is worth 30% of the mark

Seminar presentation with advance summary and slides on Study Direct.

(Extended) Essay (3,000 words) 70% of total mark. Deadlines on Sussex Direct.

Optional exercise: Thinking points (see Study Direct and FAQs below for more details) .

V&E assessment: Please contact the Psychology Office re assessment if you leave before the year-end.

Assessment criteria:

www.sussex.ac.uk/psychology/internal/students/examinationsandassessment

Method of Student Feedback: This will be confirmed during the module. I welcome your feedback throughout the module: quicker feedback means speedier response, and every year improvements are made as a result of such feedback.

Module timetable: full details on Sussex Direct

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Sem1 Lec 1	Lec2	Lec 3 Wkshp	Sem2	Sem3	Sem4	Sem5	Sem6	Sem7	Sem8	Sem9	Wkshp

Details of coursework requirements

1. Seminar presentation with advance summary

Due: The presentation takes place at the seminar as shown on the list posted on the Study Direct site.

You must post your advance summary (see below) on Study Direct by 5pm the Friday before your seminar, otherwise it counts as late. The ONLY exception is for presenters in Week 4, who need to have the summary up by 5pm the Monday before their seminar.

Format: An advance summary, **approx 250 words**, explaining the question you will address and possible issues for discussion, with a short core reading or video **AND**

A 12-15-minute oral presentation followed by management of a group discussion. *Criteria for marking include depth of coverage, logic of argument, critical analysis, clarity of presentation, effective use of examples/visual aids or other demonstrations (including advance summary), and effective management of discussion.* See tips, p16.

"I enjoyed the seminar and found them interesting. Nicola is a great communicator and the environment was comfortable and thought provoking."

2. (Extended) Essay (3,000 words)

Due: After the module has finished, date as advised on Sussex Direct.

Format: As advised in the handbook for candidates. See Tips, p.15.

The module is designed so that you can investigate a chosen topic in depth, and thus develop your ability to formulate your own informed opinion by thinking critically and constructively, from a firm base in empirical and theoretical work in your chosen area. **This means that your presentation and your extended essay are ideally in the same field of investigation.** Your extended essay should involve a detailed examination of how theory and research can help us answer a specific question about social cognitive development. Developing your ability to argue coherently and to master issues in social cognitive development will be helped if you engage in constructive and critical discussion in **all** the seminar presentations through the module and complete your learning diary. Previous data shows very consistently that the best marks are achieved by students who participate actively in all seminars.

Thinking points review. This is optional and does not attract marks, but is a way of improving your learning through the term. See FAQs below.

Topics

The sequence of topics for each week is decided by the end of Week 3. Topics are:
(NOT necessarily in this order)

<p>Emotion: Display rules, self-presentation and culture Concepts of the person: Cultural and historical Theory of mind: cognition, emotion and language Theory of mind and atypical development: autism, deafness, blindness Social cognition: Role of family, friends and culture Morality: norms and cooperation Self and other understanding: 3rd-person and 2nd-person approaches Shyness and critical approaches to social cognition</p>
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Your essay needs to use references and citations in accordance with APA-style. (For help on APA-style see: <http://www.apastyle.org/>)

Information on the following can be found at the link below:

- Submitting your work
- Missing a deadline
- Plagiarism and Collusion - Academic Misconduct
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

Please refer to your Sussex Direct assessment timetable for details of how and where to submit your work.

Frequently Asked Questions

1. What's the point of the advance summary?

The **advance summary** has three important aims:

- to ensure that you have a coherent argument to present
- to ensure everyone does some advance preparation so that the discussion is well informed and thoughtful
- to provide reading on basic material, so that your presentation can focus on critical evaluation more than basic description.

The summary should tell the group what area you will cover and should present a specific question, issue, or position that you will argue. It must provide **one short reading or other medium** that will give the group background to enable good participation in the seminar. Please try to ensure you choose resources available on-line.

There are some real examples of advance summaries and of essay outlines with my comments, on the Study Direct site. The presentation feedback sheet with marking criteria is also available on the site.

Your **presentation** mark includes credit for how you try to engage the audience. You might give your peers questions to think about at the outset, handouts or an overhead that help structure their thoughts and/ or their written notes as they listen to your presentation.

2. Why does the module have 9 seminars and only 3 lectures?

You will have come across some of the material before, in Year 1 and 2, though the reading will take you much further. The first two lectures introduce the material and core ideas. The third lecture covers how to do presentations. You then have a core reading for each week plus a reading set by each of the seminar presenters, to provide basic material. The main aim of the module is to encourage you to synthesise material, analyse critically, develop your own ideas and think for yourself within the constraints you have learnt about that define what 'science' is. You are helped to do this by being able to focus in depth on an area. Seminars are a much better format for the module aims than lectures or sitting alone reading, as they help you to try out ideas, listen and evaluate others' views and develop your own thinking. They encourage you to come prepared and to learn actively, rather than passively, and can also be helpful if you have difficulty formulating ideas in writing. You also get the advantages of small-group teaching. Your tutor can follow the development of your ideas across the module, culminating in an individual session at the end, plus specific support for preparing the extended essay. The thinking points review can enhance all these aims if you choose to use it.

A good way to approach a seminar-based module is to focus on the 'mastery' aspects of learning: that is, don't strive towards getting a particular mark, but try things out, learn from your mistakes, and then you should be able to enjoy developing your ideas for an excellent final essay (which also contributes the bulk of the marks for the module). The module works best if everyone has such an approach, because then the seminars can be used to support each of you to develop ideas rather than keeping quiet in case others will think your idea is silly, or trying to demonstrate competence, rather than genuine enquiry.

3. Can I use the same topic for my essay as for my presentation?

I very much encourage you to go with the same topic as your essay, and to expand and develop from your presentation, using the discussions from your seminar, and possibly also other things you've learned from the other seminars. Note though that you don't have to do so and can choose a different topic if you want.

4. Do I have to do reading for every seminar?

Occasionally students have tried just focusing on their own seminar and not preparing for the other seminars. This has clear effects on the final essay, worth 70% of the mark. Essays done on this basis tend to show a failure to develop critical and analytic skills and a lack of breadth in the knowledge exhibited, failing to frame questions in the light of broader issues in social cognitive development and very often missing very important theoretical perspectives. You don't need to refer specifically to other topics when writing your essay, but the breadth of your scholarship will show through if you have read and debated widely: data from the last 3 years shows that seminar participation is significantly correlated with final mark. All the topics overlap and relate closely to each other. You don't need to be the person who says most in the seminar: listening actively and questioningly can be just as good.

I find it surprising that people sometimes make copious notes in lectures but rarely write any in or after a seminar. I hope that the seminars will stimulate ideas that you will want to write down and go back to, in developing your own topic, and that you will reflect on the learning points each week.

5. What are the workshops for?

The first workshop is for you to discuss your seminar topic ideas with others to help you finalise a clear question in preparation for the presentation, and to draw up the all-important seminar timetable showing when your presentation is due. The second workshop is to support essay writing.

5 What are the 'Thinking Points'?

Each week I put some 'Thinking Points related to the week's topic on Study Direct. You are encouraged to use these to make your own summary of what you have learnt from the seminar, in relation to your own seminar topic. You should briefly record your personal reactions to each of the eight main topics. This can be in note or bullet point form and does not need to be done in a formal style. Your journal can focus on your experiences of the seminar discussions and your preparation for the presentation and essay.

6 How do I prepare for the first seminar?

Your presentation topics will be discussed here so it is very important that you:

- Read ALL of this document and decide on 2 possible choices of presentation topic.
- Look back over any earlier notes on Theory of Mind and social cognition
- If you feel lost, you can read some or all of the following:

Durkin, K. (1995) Developmental Social Psychology. Blackwell. Pp. 14-33 and 368-70.
 Smith, Cowie & Blades (various editions). Understanding Children's Development. Blackwell. Chaps 14,15.
 Browse: Harris, P. (1989). Children and Emotion. Blackwell.
 Pellicano, E. (2011). Psychological models of autism: an overview. In I. Roth & P. Rezaie (Eds.), Researching the Autism Spectrum: Contemporary Perspectives (pp. 219 - 265). Cambridge: Cambridge University Press.
 Carpendale, J. & Lewis, C. (2006) How Children Develop Social Understanding. Blackwell.

7 How do I prepare for the other seminars?

Read and think about the advance summary and the set reading (you will be asked questions about it): as you read, interrogate the material: look for links to other work, consider points for and against the arguments, think of improvements and further questions raised by the papers and complete your thinking points review.

1. EMOTION: DISPLAY RULES, SELF-PRESENTATION AND CULTURE

When and how do children come to understand the complex world of emotion? Understanding emotion has cognitive requirements - understanding that other people may feel differently from us, and that people's faces might show a different emotion to the feelings they have inside but is also inextricably linked with the societies in which we grow up. Society and culture interact with cognitive development in affecting what emotions we display and how we display them. Display rules guide us in what emotions are acceptable in a given situation and how they might be expressed: if someone gives us a present we don't want, we may still try to look pleased. When do children understand that it is possible to hide their true feelings? To what extent do children try to present themselves in a particular way, and how does this develop? How do gender and cultural differences in patterns of social relationships influence concern for the evaluation of others? How do cross-cultural studies help us understand the development of emotion understanding? And in terms of broader theory, is culture a fundamental engine of development or just the icing on the developmental cake?

General overviews

Harris, P. L. (1989). Children and Emotion. Oxford: Blackwell (*old but a great read*)
 Gross, J.J., & Thompson, R.A. (2007). Emotion regulation: Conceptual foundations. In J.J. Gross (Ed.), Handbook of emotion regulation. New York: Guilford Press.
 Von Salisch (2000). Children's emotional development: Challenges in their relationships to parents, peers, and friends. International journal of behavioural development. 25,4, 310

a. Emotion display rules and self-presentation

Harris, P. L., Donnelly, K., Guz, G. R. and Pitt-Watson, R. (1986). Children's understanding of the distinction between real and apparent emotion. Child Development, 57, 895-909.
 Banerjee, R. & Yuill, N. (1999) Children's understanding of self-presentational display rules: Associations with mental-state understanding. British Journal of Developmental Psychology, 17, 111-124.
 Barbaro, J. & Dissanayake. (2007) A comparative study of the use and understanding of self-presentational display rules in children with high functioning autism and Asperger's disorder." Journal of autism and developmental disorders 37.7 , 1235-1246.
 Garner, P. W. (1999). Continuity in emotion knowledge from preschool to middle-childhood and relation to emotion socialization. Motivation and Emotion, 23, 247-266.
 Hosie, P, et al. (2000) Knowledge of display rules in pre-lingually deaf and hearing children. Journal of child psychology and psychiatry and allied disciplines 41, 3 389
 Watling, D. & Banerjee, R. (2007). Children's understanding of modesty in front of peer and adult audiences. Infant and Child Development, 16, 227-236
 Juvonen, J. (1996) Self-presentation tactics promoting teacher and peer approval: The function of excuses and other clever explanations. In Juvonen, J. & Wentzel, K. (1996) Social Motivation: Understanding Children's School Adjustment. Part on google books.

b. Socio-cultural Context and Emotional Expression

- Cole, P. M., Walker, A. R., & Lama-Tamang, M. S. (2006). Emotional aspects of peer relations among children in rural Nepal. *Peer relationships in cultural context*, 146-164. **Ebook available.** Also any other article of Cole & colleagues.
- Cole, Tamang, Shrestha (2006) Cultural Variations in the Socialization of Young Children's Anger and Shame. *Child Development*, 77, 5, 1237-1251
- Saarni, C. (1998). Issues of cultural meaningfulness in emotional development. *Developmental Psychology*, Vol 34(4), 647-652.
- Dunn, J. Brown, J. Slomkowski, C. Tesla, C. & Youngblade, L. (1991) Young children's understanding of other people's feelings and beliefs: Individual differences and their antecedents. *Child Development*, 62, 1352-1366.
- McDowell, D. J. and Parke, R. D. (2005), Parental Control and Affect as Predictors of Children's Display Rule Use and Social Competence with Peers. *Social Development*, 14: 440-457.
- Engelmann, J. & Pogosyan, M. (2013) Emotion perception across cultures: the role of cognitive mechanisms *Frontiers in psychology* 4 2013

Some suggested questions

- 1a) Is emotional or cognitive development more important in explaining children's growing appreciation of emotional display rules?*
- 1a) When and through what processes do children come to understand self-presentation?*
- 1b) What is the role of socio-cultural context in explaining development of emotional display?*

2. THE CONCEPT OF PERSON: HISTORICAL AND CULTURAL PERSPECTIVES

We ask whether our common sense use of 'personality' to explain behaviour is universal or culturally specific and how it develops. Last century, theorists argued that children developed the concept of disposition in middle childhood, in line with Piagetian ideas of developing abstract thought (reviewed in Yuill's paper). Is the idea of a personality 'disposition' (the 'fundamental attribution error') a Western cultural invention, with Eastern thought focusing more on situational determinants of behaviour? If so, what social and cognitive mechanisms are involved in children's developing understanding of dispositions? Miller's data suggests there may be both universal developmental processes at work and cultural influences on thought, as discussed in Choi. We also look at an unusual and much broader socio-historical perspective on the question of how we think of ourselves as persons, with individual qualities. Baumeister argues that 'no series of laboratory experiments are likely to explain the nature of identity' and therefore decided to use history as a quasi-experiment. Historical evidence (Cushman) suggests that the concern with problems of selfhood is essentially a modern phenomenon. Medieval lords and serfs apparently did not struggle with self-definition the way modern people do. And current 'disorders' might be socially-constructed and socially-mediated rather than ahistorical organic disorders of the individual (see Hickinbottom). How does such investigation throw light on psychological theories of personality and children's developing understanding of it?

a. Development of explanation of personality across cultures

- Yuill, N. (1992) Children's conceptions of personality traits. *Human Development*, 35, 265-285. OR chapter in Hala, S (Ed, 1994) *The Development of Social Cognition* OR chapter in Bennett, M. (Ed, 1993) *The Child as Psychologist*.
- Miller, J. (1984) Culture and the development of psychological explanation. *Journal of Personality and Social Psychology*, 46, 961-978.
- Miller, J.G. (1986) Early cross-cultural commonalities in social explanation. *Developmental Psychology*, 22, pp 514-520
- Miller, J. (2002) Integrating cultural, psychological and biological perspectives in

understanding child development. In H. Keller, Y. Poortinga & A. Scholmerich (Eds) *Between Culture and Biology: Perspectives on Ontogenetic Development*. Cambridge University Press. (part available on google books)
 Choi, I., Nisbett, R.E. & Norenzayan, A. 1999, "Causal attribution across cultures: Variation and universality", *Psychological Bulletin*, vol. 125, no. 1, pp. 47-63. (specifically discussion of Miller's work)
 Henrich, Heine & Norenzayan (2010) The weirdest people in the world? *Behavioral and Brain Sciences* 33, 2-3, 61-83 dx.doi.org/10.1017/S0140525X0999152X

b. Historical perspectives in understanding personal identity and self

Baumeister, R. & Muraven. M. 1996 Identity as adaptation to social, cultural, and historical Context *Journal of Adolescence*, 19, 405-416
 Baumeister, R. (1987) How the self became a problem: A psychological review of historical research. *Journal of Personality and Social Psychology*, 52, 163-176. OR
 Baumeister, R.F. (1986) Identity: Cultural change and the struggle for self. (Ch. 8) QZ. 1430 Bau) A historical perspective.
 Cushman, P. (1990) Why the self is empty: Toward a historically situated psychology. *American Psychologist*, 45,5, 599-611.
 Hickinbottom-Brawn (2013) Brand "you": The emergence of social anxiety disorder in the age of enterprise. *Theory & Psychology* December 2013 vol. 23 no. 6 732-751 doi: 10.1177/0959354313500579

Some suggested questions

2a. How does Miller's work show the role of developmental and cultural factors in children's developing understanding of the person?

2b. What implications does historical research have for our assumptions about the development of the concept of a person?

3. THEORY OF MIND: COGNITION, EMOTION AND LANGUAGE

The development of Theory of Mind (ToM) became one of the most researched aspects of social cognitive development from the 1980s onwards. This topic includes three groups of fundamental theories that have been used to understand these basic social cognitive changes. Representational theories began in cognitive science, to understand how children could come to represent beliefs (false beliefs being the acid test). More recently, executive function accounts have offered an alternative cognitive account. Akhtar and Gernsbacher challenge the role of visual attention and consider culture. Affective theories claim that emotional processes have a more primary role than cognitive ones, in the ideas of 'affective attunement' (Hobson) and mind-mindedness (Meins). Harris and others focus on the role of language and conversation in ToM development. Note there is overlap between references in this section and section 4.

a. Representational and Executive Function Theories of ToM

Chapter in Smith Cowie & Blades, or Lillard, A. (1998) *Theories behind Theories of Mind*. Human Development, 41, 40-46.
 Sabbagh, Moses & Shiverick (2006) Executive Functioning and Preschoolers' Understanding of False Beliefs, False Photographs, and False Signs. *Child Development*, 77, 4, 1034-1049

There are many other books in this area, e.g.

Carpendale, J. & Lewis, C. (2006). *How Children Develop Social Understanding*. Blackwell.
 Astington, J.W. (1995) *The Child's Discovery of the Mind*. Fontana. Easy to read!
 Hala, S. (1997) *The Development of Social Cognition*. Blackwell
 Hughes, C., & Leekam, S., (2004). What are the links between Theory of Mind and social relations? Review, reflections and new directions for studies of typical and atypical development. *Social Development*, 13, 4.
 Flynn, E, O'Malley, C & Wood, D (2004) A longitudinal, microgenetic study of the emergence of false belief understanding and inhibition skills. *Developmental Science* 7 (1), 103-115.

Harris, P.L., de Rosnay, M. & Pons, F. (2005) Language and children's understanding of mental states. *Current directions in Psychological Science*, 14, 69-73.

b. Affective approaches to ToM

Hobson, P. (1989) *Beyond Cognition: A Theory of Autism*. In Dawson, G. (Ed) *Autism: Nature, diagnosis and treatment*. New York: Guildford Press.

OR

Hobson, P. (1995) *Autism and Development of Mind*. LEA.

Meins E, Fernyhough, C., Russell, J. & Clark-Carter, D. 1998. Security of attachment as a predictor of symbolic and mentalising abilities: a longitudinal study. *Social Development*, 7, 1-24.

Meins, E., Fernyhough, C., Wainwright, R., Gupta, M., Fradley, E., & Tuckey, M. (2002). Maternal mind-mindedness and attachment security as predictors of theory of mind understanding. *Child Development*, 73, 1715-1726

Reddy, V. & Morris, P. (2004) Participants don't need theories: Knowing minds in engagement. *Theory and Psychology*, 14, 5, 647-665.

Reddy, V., Williams, E. & Vaughan, A. (2002) Sharing humour and laughter in autism and Downs' syndrome. *British Journal of Psychology*, 93, 2, 219-242.

Some suggested questions

3a. Compare two different theoretical accounts of how children develop a theory of mind.

3b. Is emotion primary over cognition in the development of ToM?

3b. Is social experience crucial, helpful, or irrelevant, in the development of ToM?



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4. ATYPICAL THEORY OF MIND: AUTISM, BLINDNESS AND DEAFNESS

Work in theory of mind has been very usefully informed by the study of people with atypical development: people with autism, who, it is claimed, lack a theory of mind, and people with sensory impairments, e.g. blindness and deafness, who grow up in atypical linguistic and sensory environments. You may have encountered research on theory of mind in nonhuman primates: this poses the question of what a theory of mind is for, and what is needed for its development. Can work in these areas inform us about the relative merits of different theories of typical development? What does this research tell us about the conditions for the development of a theory of mind and its relevance to social life?

4a Atypical development: Autism and Theory of Mind

Pellicano, E. (2011). Psychological models of autism: an overview. In I. Roth & P. Rezaie (Eds.), *Researching the Autism Spectrum: Contemporary Perspectives* (pp. 219 - 265). Cambridge: Cambridge University Press.

Tager-Flusberg, H. (2001) A re-examination of the theory of mind hypothesis of autism. In J. Burack (Ed.) *The development of autism: Perspectives from theory and research*. Part

available on google books OR

Tager-Flusberg, H. (2007) Evaluating the Theory of Mind hypothesis of autism. *Current Directions in Psychological Science*, 16, 311-315.

Begeer, S., Rieffe, C., Meerum Terwogt, M. & Stockmann, L. (2003). Theory of Mind based action in children from the autistic spectrum. *Journal of Autism and Developmental Disorders*, 33, 489-487.

Peterson C, Wellman H & Liu, D. (2005) Steps in theory-of-mind development for children with deafness or autism. *Child Development*, 76, 502-517.

Akhtar & Gernsbacher (2008) On Privileging the Role of Gaze in Infant Social Cognition *Child Development Perspectives*, 2, 59-65.

4b Theory of Mind in Deaf Children

Peterson, C. & Siegal, M. (2000) Insights into theory of mind from deafness and autism. *Mind and Language*, 15, 123-145.

Woolfe, T., Want, S. & Siegal, M. (2002) Signposts to development: Theory of mind in deaf children. *Child Development*, 73, 768-778

Moeller & Schick (2006). Relations between Maternal Input and Theory of Mind Understanding in Deaf Children. *Child Development*, 77, 3, 751-766

Marschark, M., Green, V., Hindmarsh, G. & Walker, S. (2000) Understanding theory of mind in children who are deaf. *Journal of Child Psychology And Psychiatry And Allied Disciplines*, 41, 1067-1073. A more critical view -so provides useful balance.

4c Theory of Mind in Blind Children

Peterson C., Peterson, J. & Webb, J. (2000). Factors influencing the development of a theory of mind in blind children. *British Journal of Developmental Psychology* 18: 431-447

Pereira, F & Conti-Ramsden, G. (1999) Social Interaction and Language Development in Blind Children. Psychology Press. (ask me re availability)

Green, S., Pring, L., Swettenham, J. An investigation of first-order false belief understanding of children with congenital profound visual impairment (2004). *British Journal of Developmental Psychology* 22: 1-17.

Pijnacker, Vervloed & Steenbergen 2012. Pragmatic Abilities in Children with Congenital Visual Impairment: An Exploration of Non-literal Language and Advanced Theory of Mind Understanding. *Journal of Autism and Developmental Disorders*, 42, 2440-2449.

Garfield, Peterson & Perry (2001) Social Cognition, Language Acquisition and The Development of the Theory of Mind. *Mind & Language*, 16, 5, 494-541.

Suggested questions

4a. How does the ToM view need to be amended in the light of research in autism?

4b. What does the experience of deafness tell us about the prerequisites for a ToM?

4c. What do studies of blind children tell us about the role of joint attention in social understanding?

5. SOCIAL COGNITION: FAMILY, FRIENDS AND CULTURE

Most early views of Theory of Mind put individual cognition at the heart of social cognitive development. In contrast, some theorists have focused on how social experience might shape our understanding of others. This work also tends to define social cognition more broadly than purely ToM. The influence of family has been Dunn's focus on the role of social life, with an implicit assumption that development is more gradual and more driven by social than cognitive factors. Ruffman and others look at parental influences and Taumoepeau tries to show specific processes in how mothers support children's ToM development. Carpendale and Lewis use Vygotsky's ideas to develop theory in this area. It's not the age of acquisition that's important, but differences in timing and context can help

us understand what the mechanisms of development might be. How might social factors, and atypical development, help us to understand the *social and cultural processes* through which social cognition develops?

5a. Parenting and mental state talk

Rosnay, M., & Hughes, C. (2006). Conversation and theory of mind: Do children talk their way to socio-cognitive understanding? *British Jnl Developmental Psychology*, 24(1), 7-37.

Ruffman, T., Slade, L & Crowe, E. (2002). The relation between children's and mothers' mental state language and Theory-of-Mind understanding. *Child Development*, 73, 734-751.

Taumoepeau, M., & Ruffman, T. (2008). Stepping stones to others' minds: Maternal talk relates to child mental state language and emotion understanding at 15, 24 and 33 months. *Child Development*, 79, 284-302.

Symons, D. (2004) Mental state discourse, theory of mind, and the internalization of self-other understanding. *Developmental Review*, 24, 2,159

Carpendale, J. I., & Lewis, C. (2004). Constructing an understanding of mind: The development of children's social understanding within social interaction. *Behavioral and Brain Sciences*, 27(01), 79-96.

5b. Peers and siblings

Dunn (1988). *The beginnings of social understanding*. Cambridge, MA: Harvard University Press. (easy to read)

McAlister, A. and Peterson, C (2007) A longitudinal study of child siblings and theory of mind development. *Cognitive Development*, 22 2: 258-270.

McAlister, Anna and Peterson, Candida C. (2006) Mental playmates: Siblings, executive functioning and theory of mind. *British Journal of Developmental Psychology*, 24 Part 4: 733-751.

Hughes, C., & Leekam, S. (2004). What are the links between theory of mind and social relations? Review, reflections and new directions for studies of typical and atypical development. *Social Development*, 13(4), 590-619.

Wang, Y. & Su, Y. (2009) False belief understanding: Children catch it from classmates of different ages. *International Journal of Behavioral Development*, Vol. 33, 4, 331-336

5c. Culture

Vinden, P. G., (2001). Parenting attitudes and children's understanding of mind: A comparison of Korean American and Anglo-American families. *Cognitive development*, 16, 793-809.

Vinden, P. G. (1999). Children's understanding of mind and emotion: A multi-culture study. *Cognition and Emotion*, 13, 19-48. (A good brief summary)

Lillard, A. (1998). Ethnopsychologies: Cultural variations in theories of mind. *Psychological Bulletin*, 123, 3-32. (longer, needs more time to understand)

[Lillard and Vinden have other relevant articles--a search on their names will find more]

Dunbar, R. (2003) *The social brain: Mind, language, and society in evolutionary perspective*. *Annual Review of Anthropology*, 32:163-81.

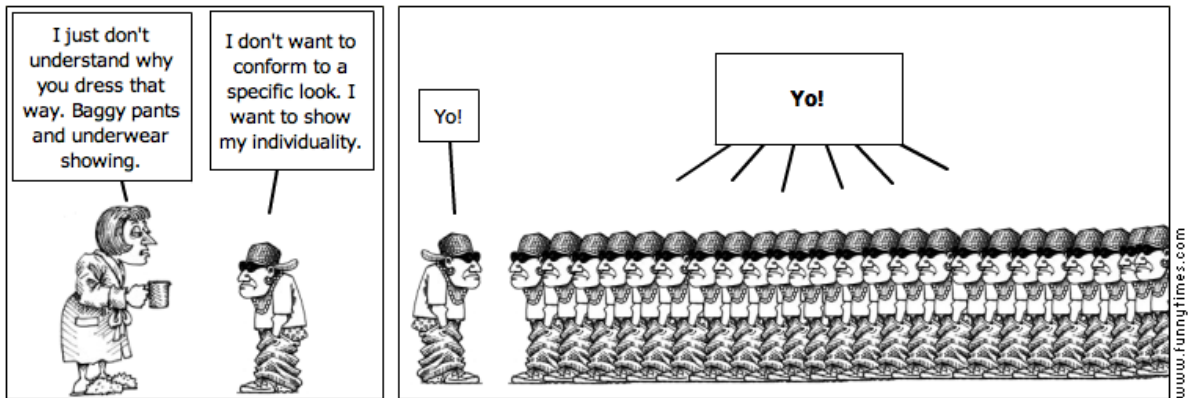
Some suggested questions

5a. Do parents determine or merely influence development of their children's social cognition?

5b. What are the different mechanisms through which children might 'catch' ToM from their peers or siblings?

5c. Does culture produce minor variations in the development of a TOM, or is it the main determinant of what kind of TOM we develop?

Homogeneous Originality by CIAgent



6 MORALITY: NORMS, EMPATHY AND COOPERATION

Traditional theories of moral development focus on conversations about morality, and stage models (Piaget, Kohlberg). Turiel made a very useful distinction between different sorts of rules: conventional rules (norms) and moral rules. One line of research focuses on how children come to make this distinction, and how to reason, talk and make judgements about moral issues. This distinction is seen as a human universal. From a different tack, there has been an upsurge in interest in the evolution and development of cooperation, seen as the basis of morality, in primates, especially given the huge evolutionary advantages conferred by cooperation. Young children seem 'naturally' helpful, but they need to develop coordination as they acquire language and attentional skills. Combining these is a debate about what capacities are required to take a moral stance, and whether these capacities would allow us to see non-humans as moral agents. Stone argues that theory of mind and language gives humans a special moral status, distinguishing us from primates, while Haidt challenges the highly cognitive accounts of moral development.

6a. Development of moral, conventional and personal understanding

Smetana, J. G., & Killen, M. (2008). Moral cognition, emotions, and neuroscience: An integrative developmental view. *International Journal of Developmental Science*, 2(3), 324-339.

Shweder, Turiel & Much (1981) The moral intuitions of the child. In Flavell & Ross: *Social Cognitive Development: Frontiers and Possible Futures*. Cambridge UP.

James, R., & Blair, R. (1996). Morality in the autistic child. *Journal of autism and developmental disorders*, 26(5), 571-579.

Yau, J. & Smetana, J. (2003) Conceptions of Moral, Social-Conventional, and Personal Events among Chinese Preschoolers in Hong Kong. *Child Development*, 74, 3, 647-658

See also Killen & Smetana (2006) *Handbook of Moral Development*.

6b Cooperation, helping and conformity in young children and primates

Tomasello, M., & Vaish, A. (2013). Origins of human cooperation and morality. *Annual review of psychology*, 64, 231-255.

OR Vaish, A. & Tomasello, M. (2006) The early ontogeny of human cooperation and morality. In Killen & Smetana, *Handbook of Moral Development*.

Warneken, F., & Tomasello, M. (2009). Varieties of altruism in children and chimpanzees. *Trends in Cognitive Sciences*, 13(9), 397-402.

Birch, S. A., Vauthier, S. A., & Bloom, P. (2008). Three- and four-year-olds spontaneously use others' past performance to guide their learning. *Cognition*, 107(3), 1018-1034.

Seston, R., & Kelemen, D. (2013). Children's Conformity When Acquiring Novel Conventions: The Case of Artifacts. *Journal of Cognition and Development*, (just-accepted).
 Brownell, C. A., Ramani, G. B. and Zerwas, S. (2006), Becoming a social partner with peers: Cooperation and social understanding in one- and two-year-olds. *Child Development*, 77: 803-821
 Tomasello, M. (2007). Cooperation and communication in the 2nd year of life. *Child Development Perspectives*, 1(1), 8-12.

6c Social intelligence and morality

Stone, V. (2006) The moral dimensions of human social intelligence. *Philosophical Explorations*, 9, 1 55-68.
 Haidt, J. (2001) The emotional dog and its rational tail: A social intuitionist approach to moral judgment. *Psychological Review*, Vol 108(4), Oct 2001, 814-834 OR
 Greene, J., & Haidt, J. (2002). How (and where) does moral judgment work? *Trends in Cognitive Sciences*, 6(12), 517-523.

Some suggested questions

6a How do young children's social experiences support their developing moral understanding?

6b What cognitive and/or social capacities do we need to collaborate with others? Are these exclusively human?

6c Is morality uniquely human?

7 SELF AND OTHER UNDERSTANDING, TYPICAL AND ATYPICAL

The development of self-understanding plays an important part both in emotional development and in theory of mind, bringing together earlier topics. GH Mead argued that we come to understand who we are through interactions with and responses from others. Bekoff and Sherman ask whether self-understanding is uniquely human, helping us to define what self-consciousness means. The rise of complex self-conscious social emotions such as pride, shame, guilt and embarrassment puts into focus the cognitive underpinnings of emotion together with the inherently social nature of these emotions: Reddy and colleagues criticise this cognitive account. We also look at the development of self-consciousness and the implications of children's growing awareness of the self as a social and emotional being, through the lens of people with autism. Are children with autism self-conscious in the way that typically-developing children are, and what are the relations between consciousness of self and of other?

7a Self-consciousness in typical development across species

Lewis, M. (1997) The Self in Self-Conscious Emotions. *Annals of the New York Academy of Sciences*, 818, 119-142
 Elkind, D (1967) Egocentrism in Adolescence. *Child Development*, 38, 4, 1025-1034.
 Bekoff, M. & Sherman, P. W. (2004) Reflections on animal selves. *Trends in Ecology and Evolution* (summarizes research on self and self-consciousness in animals.)

7b. Self-conscious emotions

Harris, P. (1989) Children and Emotion: Chapter on self-conscious emotions.
 Lewis, M. (2000). Self-conscious emotions. *Handbook of emotions*, 2, 623-636. Available at <http://www.child-encyclopedia.com/pages/PDF/LewisANGxp1.pdf>
 Tangney, J.P. & Fischer, K.W. (Eds) (1995) *Self-conscious emotions: the psychology of shame, guilt, embarrassment and pride*. Guilford Press. New York. Many relevant and fascinating papers in here.
 Lagattuta, K & Thompson, R. (2007) The development of self-conscious emotions: Cognitive processes and social influences In: *The self-conscious emotions: Theory and research*, Eds J.L. Tracy, R.W. Robins, & J. P. Tangney. Guilford, pages 91-113.

Draghi-Lorenz, R., Reddy, V., & Costall, A. (2001). Rethinking the development of “nonbasic” emotions: A critical review of existing theories. *Developmental Review*, 21(3), 263-304.

7c Self understanding in autism

Frith, U. & Happe, F. (1999) Theory of Mind and Self-Consciousness: What Is It Like to Be Autistic? *Mind and Language* 14, 1, 82-89.

Hobson, R. P. (1990). On the origins of self and the case of autism. *Development and Psychopathology*, 2(02), 163-181.

Downs, A., & Smith, T. (2004). Emotional understanding, cooperation, and social behavior in high-functioning children with autism. *Journal of autism and developmental disorders*, 34(6), 625-635.

Williams, D. & Happe, F. (2009) What Did I Say? Versus What Did I Think? Attributing False Beliefs to Self Amongst Children With and Without Autism. *Jnl Autism and Developmental Disorders*, 2, 251-259.

Suggested questions

7a *Is self-consciousness uniquely human?*

7b *What is required to experience or understand self-conscious emotions?*

7c *Do children with autism understand themselves better than they understand others?*

8. SHYNESS AND CRITICAL APPROACHES TO SOCIAL COGNITION

We have already seen that consciousness of self and of other are closely intertwined in the development of self-consciousness. Another aspect of self-consciousness is in displays of shyness. Psychologists have sometimes been rather poor at examining the theoretical assumptions underlying a ‘diagnosis’ of shyness (e.g. see Scott’s work) and what is ‘normal’. Some theorists, notably Buss, have distinguished between wariness and self-conscious aspects of shyness and Kagan has studied shyness defined in terms of inhibition. Reddy in particular challenges the ‘cognitive’ view of understanding self-consciousness and argues that a *second-person perspective*, and the reactions of others, rather than purely internal cognitive processes, have an important role to play in development of the self.

8a Concepts: what is shyness?

Heiser, N.A., Turner, S.M. & Beidel, D.C. (2003). Shyness: Relationship to social phobia and other psychiatric disorders. *Behaviour Research and Therapy*, 41, 2, 209-221.

Scott, S. (2006). The medicalisation of shyness: from social misfits to social fitness. *Sociology of Health and Illness*, 28, 2, 133-153.

Scott, S. (2007) *Shyness and Society* (Basingstoke: Palgrave).

Hickinbottom-Brawn (2013) Brand “you”: The emergence of social anxiety disorder in the age of enterprise. *Theory & Psychology* December 2013 vol. 23 no. 6 732-751

Yuill, N. & Banerjee, R. (2001) Children's conceptions of shyness. In W.R. Crozier & L.E. Alden (Eds.), *International Handbook of Social Anxiety*. Chichester: Wiley. (Pp. 119-136)

8b Shyness in Development

Asendorpf, J. (1993) Abnormal shyness in children. *Journal of Child Psychology and Psychiatry*, 34, 1069-1083.

Kiel, E. J., Premo, J. E., & Buss, K. A. (2015). Gender Moderates the Progression from Fearful Temperament to Social Withdrawal through Protective Parenting. *Social Development*.

Kagan, J. (1981) *The Second Year: The emergence of self-awareness*: Harvard University Press [QZ 1660 Sec] OR Kagan, J. (1989) *Unstable Ideas* (Chapter 7) [QZ 1430 Kag]

Kagan, J. J. ; Reznick, J. S. & Snidman, N. (1988). Biological bases of Childhood Shyness. *Science*. (240)4849, pp167-171.

Coplan, R. (2004) Do You “Want” to Play? Distinguishing Between Conflicted Shyness and Social Disinterest in Early Childhood

Buss, A.H. (1986) A theory of shyness. In W. Jones, Cheek & Briggs (Eds.) *Shyness*:

Perspectives on Research and Treatment.

Rubin, K., Nelson L. & Hastings, P. (1999). The transaction between parents' perceptions of their children's shyness and their parenting styles. *International Journal of Behavioural Development*, 23, 937-957.

8c On being an object of attention: Second-person accounts

Reddy, V. (2001). Positively shy! Developmental continuities in the expression of shyness, coyness and embarrassment. In Crozier & Alden (Eds.) *International Handbook of Social Anxiety* (pp.77-99). John Wiley and Sons Ltd.

Raver, C., & Leadbeater, B.J., (1993) The problem of the other in theory of mind and social development research. *Human Development*, 36, 350-362

Reddy, V. (2003). On Being an Object of Attention: Implications for self-other-consciousness. *Trends in Cognitive Science*, 7, 9, 397-402.

Schilbach, L., Timmermans, B., Reddy, V., Costall, A., Bente, Schlicht & Voegeley, K. (2013). Toward a second-person neuroscience. *Behavioral & Brain Sciences*, 36(04), 393-414.

De Jaegher, H., Di Paolo, E., & Gallagher, S. (2010). Can social interaction constitute social cognition? *Trends in cognitive sciences*, 14(10), 441-447.

Suggested questions

8a Is it abnormal to be shy?

8b What are the prerequisites of feeling shy?

8c What comes first, consciousness of self or other?

Tips on Locating Readings

Most of the material on this list is available electronically: I located most of it using Google scholar <http://scholar.google.com>, and google books, both of which I recommend. You will then need to do your own independent bibliographic research by consulting Google scholar and even visiting the library, which is well-supplied with good recent resources in this area. If you don't already, consider using an electronic reference manager, such as Mendeley (free from www.mendeley.com) or EndNote for writing essays: you should never again get errors in your reference list if you do so!

Journals: You can also check recent issues of relevant journals, especially the following: *Developmental Science*, *British Journal of Developmental Psychology*, *Child Development*, *Developmental Psychology*, *Frontiers in Developmental Psychology*, *Social Development*, *Cognitive Development*, *Developmental Review*, *Human Development*, *Journal of Child Psychology and Psychiatry*, *Autism*. If you use internet sources other than peer-reviewed journal websites for your research, you should ensure you check the credibility of the source. Your coursework should be based on peer-reviewed research. There is no single book that covers the topics on this module.

Tips on Essay Planning

Essay Question

(a) A summary of the **introductory paragraph**, which will orient the reader to what you are trying to do and how you intend to do it. This tells the reader what to expect and also sets the criterion of relevance against which they can judge whether or not your essay achieves what it sets out to do. [This section]... should:

highlight the terms from the title that you believe are important;

make clear how you are interpreting the question;

state your aims;

and very briefly indicate the general line of argument and/or order of discussion that follows. [...]

(b) In the order in which you will present them, the **main** points of your argument. Express the essential idea behind each stage of your essay in a single sentence.

(c) Under each of these points, a brief reference to the **evidence, examples, and supporting material** that will be included to support it. This will mainly involve outlining someone's argument(s) and/or ...[notes on]...empirical studies. Arrows may be added to indicate any cross reference between stages of the essay that you intend to include.

(d) A **conclusion**, which should relate to the essay question and follow clearly and logically from your preceding points.

If (a), (b) and (d) are expressed in coherent sentences (harder to do but far more effective than unrelated words or phrases), putting them together should produce an intelligible abstract or précis of your whole essay.

Taken from *Write That Essay*, Copyright © University of Sussex, Julie Rutkowska (1997)

Tips for Extended Essay (adapted from Brown 2010)

Structure and Quality of Argument

Is the essay plan stated in the introduction?
 Is the overall structure of the argument clear and coherent?
 Are the points made in a logical sequence?
 Is the argument sufficiently analytical?
 Is the argument marred by inappropriate personal opinions and bias?
 Is there a conclusion? Does it address the essay question directly?
 Is the conclusion adequately supported by the preceding argument?

Use of Evidence

Are the points made supported by evidence from cited sources?
 Are the sources drawn on sufficient and appropriate?
 If empirical evidence is used, is it described clearly and in appropriate detail?
 Does the evidence presented support the conclusions reached?
 Is the interpretation of the evidence appropriately qualified (avoiding over-generalisations and sweeping statements)?

Contents

Are the sources subjected to analysis and critical reflection?
 Have you researched the topic sufficiently?
 Are there any important omissions?
 Have you thought about what you have read or simply reproduced material from sources?
 Is there evidence of critical thinking or an original synthesis?
 Have you gone beyond the essential reading?

Writing and Presentation Skills

Is the essay referenced correctly, with a clear distinction between primary and secondary sources?
 Are quotations identified and fully referenced?
 Are the ideas presented fully credited?
 Is there any evidence of plagiarism?
 Is the essay fluent and readable?
 Have the grammar, spelling and referencing been **FULLY** checked?

DOs and DON'Ts in *presenting* a seminar:

DO check the list showing who is presenting which seminar, to allow you to confer with people doing related presentations, to share resources, and to avoid overlap.
DO remember that seminar presentations are important: they are part of your module requirement, and can be a very effective way of helping you to understand the issues, as well as developing your skills in oral presentation and preparing for the extended essay.
DO think not just about what information you will present, but also **HOW** to present it, e.g. would a handout or an overhead projection be a good way of presenting your main points?
 Would an activity getting your audience engaged and thinking be effective?
DO make sure you know how to use the **presentation facilities**, including the data projector: this is your responsibility, not the tutor's.
DO think about whether you really need a **handout** during the seminar: you are required to post your presentation slides on Study Direct afterwards. If you do use a handout, it should

be no more than one page: think about what information would be most useful during the seminar: or you might give people headings to structure their own thoughts.

DON'T read out your presentation from written text. Spoken language is quite different from written language, and written language read aloud is generally very boring and hard to understand. Some people feel insecure unless they can read out a speech. But using slides (perhaps with notes for yourself) and cue cards with notes can help you to overcome anxieties about running dry.

DO practice thinking for yourself: seminar presentations are not exhaustive descriptions of the reading list, but are aimed at stimulating discussion and questions. Ways to do this include applying a new theoretical framework to an existing body of literature (e.g. social cognitive approach to the development of emotion understanding), pointing out and resolving inconsistencies or omissions in the literature, presenting and reconciling the good and bad points of a particular theory, or addressing the implications of an approach, e.g. to educational practice or child-rearing. Ask your tutor if you are stuck.

DON'T just present basic material from core readings. Assume that your peers are familiar with the basic issues from your advance summary. Your third year is a chance for you to present your own informed and thought-out opinions, and to bring together ideas from different areas to present original perspectives and constructive contributions.

IF you are a bit anxious about seminar presentations, remember that most other people are, too. A bit of adrenaline (not too much) can be a good thing! Also remember it's unpleasant talking to a row of blank faces or being met with total silence or ignorant questions from people who have done no preparation. So when you are listening to someone else's presentation, HELP them by preparing properly, listening actively, responding constructively and showing interest. You can then reasonably hope that they will do the same for you at your presentation. You can also speak to your tutor beforehand.

DOs and DON'Ts in *listening to a seminar*

DO the set reading for every seminar: it should only take about an hour of your time, followed by some thinking time and this is well below the minimum you are expected to do for the module. It helps the presenter avoid having to do a long description of basics, and it benefits your own topic to have a good breadth of knowledge within this field.

DO think in advance of points for clarification and discussion. Previous students agree almost unanimously that the seminars are most fruitful if everyone comes with some questions/opinions that they have prepared beforehand.

DON'T be afraid to pick out aspects of the reading that you didn't understand: it may be that this can be clarified in discussion, or that the theory itself is incoherent.

DON'T sit passively in the seminar: you won't learn anything that way. Take notes, ask questions (of others or of yourself), listen actively.

