

DRAFT

Education 200C

Cultural Perspectives on Cognitive Development

Fall, 2004

Professor Geoffrey Saxe

Mondays, 1-4PM, Room 2325 POSSIBLE CHANGE IN ROOM

FALL, 2004

Professor Geoffrey Saxe

This seminar will explore Piaget's and Vygotsky's frameworks for the analysis of cognitive development and recent extensions of their work. Though out an important focus will be on culture and its representation in treatments of cognition. Readings will include excerpted sections from Piaget's books on infancy and childhood, Ginsburg & Opper's Piaget's Theory of Intellectual Development, Vygotsky's Mind in Society and Thought and Language. We'll also do some reading from my own book (photocopy) that extends these frameworks in a program of work on cultural practices and intellectual development.

Books and Reader

The two required books for purchase are listed below. They should be available at the student store. If you do not already own a copy of the Publication Manual of the American Psychological Association, I suggest that you purchase it - you will need to follow guidelines of the Manual in your paper. The reader is also a required purchase. It will soon be available at **Copy Central** ???? (848-7034) on Shattuck and University Avenues (48 Shattuck Square). Please call them before you make the trip.

Required Books

Ginsburg, H. P., & Opper, S. (1988). Piaget's theory of intellectual development: An introduction. Third Edition. Englewood Cliffs, N.J.: Prentice-Hall. [**Relevant chapters are photocopied in the reader**]

Saxe, G. B. (1991). Culture and cognitive Development: Studies in mathematical understanding. Hillsdale, NJ: Erlbaum Associates. [**Relevant chapters are photocopied in the reader**]

Vygotsky, L. (1972). Thought and language. Cambridge, Mass.: The MIT Press.

Vygotsky, L. (1978). Mind in society (Eds., M. Cole, V. John-Steiner, S. Scribner, & E. Souberman). Cambridge, MA: Harvard University Press.

Recommended (Optional) Books

Publication Manual of the *American Psychological Association*.

Wertsch, J. V. (1985). Vygotsky and the social formation of mind. Cambridge: Harvard University Press.

REQUIREMENTS

- One paper (and an optional revision) in APA format (double spaced, 12 pitch), no more than seven pages.
- Two concise 1-page summaries of an assigned reading (APA format).
- Two peer reviews
- Final paper

Paper

Your paper must be one of two types: (a) an educational applications paper or (b) a theory paper. The applications paper must extend selected syllabus readings to a problem in educational practice. The theory paper must be an exposition and/or critique of constructs within or across theoretical formulations linked to the readings. The written format for all papers must conform to the *Publication Manual of the American Psychological Association*. Please prepare three copies of your papers -- one to turn in directly to me and the second two for "peer review."

You will be requested to commit yourself to a date for your paper presentation at the first seminar session, and you must be committed by the second session. On the due date, you must be prepared to present your paper to a small group of students.

Each paper may be revised based on comments from peers and myself. While there is no guarantee that a revision

will lead to an improved grade, most revisions are improvements, and grades will be revised accordingly. **All revisions are due on Friday, xxx, though you are encouraged to submit them earlier.**

Summaries of Readings

Each summary of an assigned reading should sketch the essence of the article or chapter: What is the critical problem that the author is addressing? What is the crux of the author's approach? Summaries will be due on the day that we discuss the readings for which the summary was written. You cannot write summaries for the week's readings linked to your paper.

Peer Reviews

You are required to review two papers written by your peers. Your critique should be divided into two parts. The first should include a substantive analysis of merits and difficulties of the paper. The second should include editorial suggestions (style, organization, etc.). You have the responsibility for delivering your reviews to my office by the Friday that follow the due date of the papers. Remember, your task is to help your peer improve the draft in a revision. While support is always nice, praise alone is not particularly useful. Supportive criticism is an art and ability that is well worth nurturing!

Seminar Participation

The quality of this seminar is dependent upon your active participation. Much of the reading is difficult and will require serious study. Please share your interpretations and interpretive difficulties with me and your peers throughout the seminar.

SEMINAR STRUCTURE

The structure of many seminar sessions will consist of two parts. During the first part, we will meet in small groups of about four or five students. In these groups, one student will offer a 15 minute presentation of his or her paper (based on the readings completed the prior weeks), and another student will chair the group. The chair's role is to both offer a preliminary critique of the paper and to keep discussion on issues raised by the paper. The chair's guiding concern should

be to organize discussion and stimulate argumentation. Of particular concern will be treatment of theoretical constructs linked to the readings. These small group discussions will be followed by a general class discussion in which we consider interpretive similarities and differences across papers. During the second part, we will discuss the current week's readings. Often these discussions will be based on the questions that I have distributed to you during the previous week.

For weeks that do not include paper presentations, we will discuss readings, guided by discussion questions or analysis of videotape.

GRADES

Grades will be determined as follows: Paper: 50%; Two Summaries: 10%; Peer Reviews: 20%; Class Participation: 20%.

CALENDAR

WEEK 1 (August 30): INTRODUCTION TO THEORIES OF COGNITIVE DEVELOPMENT

Paper Presentations

No paper presentations for this session.

Required Readings

No required reading for this session.

Lecture/discussion/video/activities

1. Review of the syllabus
2. Student introductions
3. Video of children solving Piagetian tasks:
Classification
4. The concept of "cognitive development" in different theoretical frameworks. Dimensions on which frameworks differ.
5. Paper sign-ups
6. Introductory remarks about Piaget's theory for next week's readings
7. Discussion questions for next week's readings

LABOR DAY HOLIDAY (September 6). NO SEMINAR
Read ahead! Use this week to begin work on your paper.

WEEK 2 (September 13): PIAGET'S THEORY 1 – Overview

Required Readings

- Ginsburg, H. P., & Opper, S. (1988). Piaget's theory of intellectual development: An introduction. Third Edition. Englewood Cliffs, N.J.: Prentice-Hall. Pp. 1-43.
- Piaget, J. (1936). The Origins of Intelligence in Children. In H. E. Gruber and J. Jacques Vonèche (Eds. The Essential Piaget: An Interpretive Reference and Guide. pp. 215-234. New York: Basic Books.

Lecture/discussion/video/activities

1. Decisions due about papers: You must select readings on which you will write (and orally present) papers. Possible dates will be presented in class.
2. Second video of children solving Piagetian tasks:
Order relations
3. Major constructs in Piaget's theory
(structure/content, factors influencing development, the process of equilibration).
4. Introduction/discussion questions for next week's readings

WEEK 3 (September 20): PIAGET'S THEORY 2

Paper Presentations

Required Readings

Ginsburg, H. P., & Opper, S. (1988). Piaget's theory of intellectual development: An introduction. Third Edition. Englewood Cliffs, N.J.: Prentice-Hall. Chapter 43-68.

Piaget, J. (1936). The Origins of Intelligence in Children. In H. E. Gruber and J. Jacques Vonèche (Eds. The Essential Piaget: An Interpretive Reference and Guide. pp. 234-249. New York: Basic Books.

Lecture/discussion/video/activities

1. Third video of children solving Piagetian tasks:
Number
2. Further discussion of Piagetian constructs
3. Introduction/discussion questions for next week's readings

WEEK 4 (September 27): PIAGET 3**Paper Presentations**

Paper presentations and small group discussions linked to readings for weeks 2 and 3

Required Readings

Piaget, J. (1937). The construction of reality in the child. In H. E. Gruber and J. Jacques Vonèche (Eds. The Essential Piaget: An Interpretive Reference and Guide. pp. 272-296. New York: Basic Books.

Ginsburg, H. P., & Opper, S. (1988). Piaget's theory of intellectual development: An introduction. Third Edition. Englewood Cliffs, N.J.: Prentice-Hall. Chapter 3, pp. 69-82.

WEEK 5 (October 4): Piaget 4**Required Readings**

Piaget, J. (1941). The child's conception of number. In H. E. Gruber and J. Jacques Vonèche (Eds. The Essential Piaget: An Interpretive Reference and Guide. pp. 297-329. New York: Basic Books.

Piaget, J. (1959). The early growth of logic in the child: Classification and seriation. In H. E. Gruber and J. Jacques Vonèche (Eds. The Essential Piaget: An Interpretive Reference and Guide. pp. 359-393. New York: Basic Books.

Recommended Readings

Ginsburg, H. P., & Opper, S. (1988). Piaget's theory of intellectual development: An introduction. Third Edition. Englewood Cliffs, N.J.: Prentice-Hall. Chapter 4, pp. 113-179.

WEEK 6 (October 11): Interview Methods and Preoperational Intelligence**Required Readings**

- Siegal, M. (1991). A clash of conversational worlds: Interpreting cognitive development through communication. In L. B. Resnick J. M. Levine, & S. D. Teasley (Eds.), Perspectives on socially shared cognition. pp. 23-40. Washington, DC: American Psychological Association.
- Ginsburg, H. P., & Opper, S. (1988). Piaget's theory of intellectual development: An introduction. Third Edition. Englewood Cliffs, N.J.: Prentice-Hall. pp 180-233.

WEEK 7 (October 18): Bridge to Vygotsky

Paper Presentations

Paper presentations and small group discussions linked to readings for weeks 4-6

Required Readings

- Saxe, G. B. (1991). Culture and cognitive Development: Studies in mathematical understanding. Hillsdale, NJ: Erlbaum Associates. Part I & II
- Vygotsky, L. (1972). Thought and language. Cambridge, Mass.: The MIT Press. Chapter 1

WEEK 8 (October 25): Vygotsky 1

Required Readings

- Vygotsky, L. (1972). Thought and Language. Cambridge, Mass.: The MIT Press. Chapters 2, 4
- Vygotsky, L. (1978). Mind in Society (Eds., M. Cole, V. John-Steiner, S. Scribner, & E. Souberman). Cambridge, MA: Harvard University Press. Chapters 3-4

WEEK 9 (November 1): Vygotsky 2

NOON-1:30PM (meet early) I WILL BE PRESENTING A COLLOQUIUM IN THE INSTITUTE OF HUMAN DEVELOPMENT.

WE WILL DISCUSS THE VYGOTSKY CHAPTERS IN RELATION TO
THE COLLOQUIUM

NOTE: PERHAPS READ THE *FU* PAPER FOR THIS WEEK

Paper Presentations

Required Readings

Vygotsky, L. (1972). Thought and Language. Cambridge,
Mass.: The MIT Press. Chapters 5, 6

Saxe, G.B. (in press). Practices of quantification from a
socio-cultural perspective. In A. Demetriou &
Raftopoulos (Eds.), *Cognitive Developmental Change*. NY:
Cambridge University Press.

WEEK 10 (November 8): Vygotsky 3

Paper Presentations

Required Readings

Vygotsky, L. (1972). Thought and Language. Cambridge,
Mass.: The MIT Press. Chapter 7

Vygotsky, L. (1978). Mind in Society (Eds., M. Cole, V.
John-Steiner, S. Scribner, & E. Souberman). Cambridge,
MA: Harvard University Press. Chapter 1

WEEK 11 (November 15): Vygotsky 4

Paper Presentations

Required Readings

Vygotsky, L. (1978). Mind in society (Eds., M. Cole, V. John-
Steiner, S. Scribner, & E. Souberman). Cambridge, MA:
Harvard University Press. Chapters 6-8.

WEEK 12 (November 22): Vygotsky 5

Required Readings

Gould, S. J. (October, 1996). Creating the creators.
Discover, 43-54.

Boesch, E. & Tomasello, M. process...

**WEEK 13 (November 29): Cultural Practices and
Cognitive Development**

Paper Presentations

Required Readings

Saxe, G. B. & Esmonde, I. (in press). Cognition in flux. *Mind,
Culture, & Activity*.

**WEEK 14 (December 6): More on Cultural Practices
and Cognitive Development**

Required Readings

Saxe, G. B. (1991). Culture and Cognitive Development:
Studies in Mathematical Understanding. Hillsdale, NJ:
Erlbaum Associates. Parts III-V.

December 13. Final Paper Due