CCNM17-CN-105: Knowledge and Culture
Course Description

Aim of the course

Aim of the course:
The aim of the course is to provide an insight into the problem of knowledge representation. Our goal is to connect viewpoints of cognitive with that of the cultural. With the presentation of dynamic conceptual representation models, with the help of discussing scheme and script concepts we connect the cultural and personal nature of knowledge.
knowledge:

- understanding the interaction between knowledge representation systems and the other cognitive mechanisms

attitude:

- comprehensive theoretical interest

skills:

- ability to form new research questions based on the new approaches

Content of the course

Topics of the course

- the problem of knowledge acquisition,
- development of early concepts,
- the impact of language and subsequently the role of experience (expertise) in forming mental knowledge representations.

Learning activities, learning methods
Lectures and interactive discussions

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:
requirements

- attendance
- fieldwork/research in the topic of the cultural and mental representation of human-made artifacts.

mode of evaluation: oral examination where students are to present their research work within 20-40 minutes

criteria of evaluation:

- presentation technique (clarity of the presented question, timing, structure, way of communication)
- content (the quality of the research: clarity of the research question, fitness of the used method, reliability of the analysis and interpretation of the results)

Reading list

Compulsory reading list

- Margolis, E., & Laurence, S. (2007). Creations of the mind. Oxford ; New York: Oxford University Press.
- Medin, D. L., & Atran, S. (eds.). (1999). Folkbiology. Cambridge, MA: MIT Press.

- Quinn, P. C. (2011). Born to categorize. In U. Goswami (Ed.), Wiley-Blackwell handbook of childhood cognitive development, (2nd ed.) (pp. 129-152). Oxford, UK: Wiley-Blackwell.
- Schank, R. C. (1999). Dynamic memory revisited. New York: Cambridge University Press.

Recommended reading list

- If any, it shall be specified in the course description for each semester.