

## **Title of the course: Social Cognition and Consciousness**

Description: The course will focus on the role of the social environment in shaping human cognition and on the way humans process social information. The course will focus on the topics that are currently in the spotlight of psychological research, while maintaining an interdisciplinary approach. Among others, theories from mind philosophy and evolutionary biology will be incorporated in the curriculum. Special emphasis will be placed on research with children (and occasionally animals) in order to give students a better understanding of the origins of the functions.

Aims: The aim of the course is to give students a detailed overview of social cognitive processes both in human adults and children. During the semester students will gain extensive knowledge of the currently investigated topics in social cognition and will learn to critically evaluate theories and experimental evidence.

Main topics: theory of mind, joint action, naive sociology, social intelligence

3-5 most important items on the required and suggesting reading lists (e.g. textbooks) with bibliographic details (author, title, details of edition, pages, ISBN)

Required reading:

Low, J., & Perner, J. (2012). Implicit and explicit theory of mind: state of the art. *British Journal of Developmental Psychology*, 30(1), 1-13.

Sebanz, N., Bekkering, H., & Knoblich, G. (2006). Joint action: bodies and minds moving together. *Trends in cognitive sciences*, 10(2), 70-76.

Herrmann, E., Call, J., Hernández-Lloreda, M. V., Hare, B., & Tomasello, M. (2007). Humans have evolved specialized skills of social cognition: the cultural intelligence hypothesis. *science*, 317(5843), 1360-1366.

Suggested reading:

Kinzler, K. D., Dupoux, E., & Spelke, E. S. (2007). The native language of social cognition. *Proceedings of the National Academy of Sciences*, 104(30), 12577-12580.

Apperly, I. A., & Butterfill, S. A. (2009). Do humans have two systems to track beliefs and belief-like states?. *Psychological review*, 116(4), 953.