



## CIEE Prague, Czech Republic

### Course Syllabus

<b>Course Title:</b>	Theory of Mind: Psychology of Social Insights
<b>Course Code:</b>	PSYC 3008 PRAG
<b>Programs offering course:</b>	CES, CNMJ
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2019

### Course Description

The course will examine the psychological construct of the Theory of Mind. It will primarily focus on the construction of one's thinking, including remembering, problem solving, and decision-making, from early childhood via adolescence through adulthood. Students will learn about the developmental stages of the Theory-of-Mind (ToM) acquisition, including social perception, thinking and reflection, construction of critical thought and about the current theories of the ToM acquisition. As the development of ToM lies inherently in an interaction between genetic and learned factors, the effect of social, communal and cultural influences will frequently resurface.

### Learning Objectives

Upon the completion of the course, students

- will demonstrate their insights into what constitutes one's understanding of the social world around us;
- will acquire a basis for critical thinking and learn to form new perspectives to approach the problematic through informal environment facilitating the share of views and ideas;
- will develop reading-comprehension skills adequate for scholarly literature in the field through reading texts representing different research approaches and methodologies, and an ability to engage in an academic dialogue.

### Course Prerequisites

Although there are no prerequisites to the course, background in developmental science, psychology, linguistics, or language acquisition would be definite assets.

### Methods of Instruction

The course will consist of informal lectures and seminars. The seminars will involve class debates, presentations and workshops on selected topics. At least one guest teacher will be invited to class to lecture on either of the following areas: phylogeny of ToM, ToM in current philosophical thought, practical aspects of ToM in atypical development, etc.



**Field Trips:**

- A trip to the Prague ZOO to elaborate on the presence of socio-cognitive skills in non-human primates, date TBC
- The Invisible Exhibit to experience life and behavior in settings devoid of visual stimuli, date TBC

**Guest Speakers:**

- Stanislav Lhota, PhD, primatologist at the Prague ZOO, date TBC

**Assessment and Final Grade**

- |   |     |
|---|-----|
| 1. Five reflection papers, 5x4%                   | 20% |
| 2. Two unannounced quizzes 2x5%                   | 10% |
| 3. Individual class presentation                  | 20% |
| 4. Peer reviews of 4 presentations, 4x2%          | 8%  |
| 5. Self-reflective evaluation of own presentation | 2%  |
| 6. Final Academic paper                           | 20% |
| 7. Class participation, 4x5%                      | 20% |

*CIEE Grade Scale*

Percentage Points	Letter Grade
92.50–100	A
89.50–92.49	A-
86.50–89.49	B+
82.50–86.49	B
79.50–82.49	B-
76.50–79.49	C+
69.50–76.49	C
59.50–69.49	D
0–59.49	F

**Course Requirements**

**1. Reflection journal**

A total of five reflection entries will be required from each student, each 500-words long. The papers should reflect on the course topics, readings, discussions, etc. pertaining to the content of the class and should examine a theme beyond the reading and/or class discussion. The choice of the readings or themes is up to each student, although the instructor is ready to consult the topics with students.



Intellectual queries are welcome but a reflection based on one's own application of the knowledge gained on to one's personal experience will suffice.

**2. Quizzes**

Two unannounced short quizzes will test the students' competence on concepts and constructs operationalized in class and on the course readings.

**3. Individual Class Presentation**

Each student is required to present and lead a discussion on one of the course themes of their own choice relating to the topic of the course and the students' interests. Upon an agreement with the instructor, the student will present their topic to the class for about 20-30 minutes long. It will be followed by a discussion lead by the presenting student. The presentation itself is worth 20% of the final grade.

**4. Peer Reviews**

Students are required to review four different presentations of their choice and write a constructive criticism to help their peer to reflect on the delivery of their presentation. To get a full score, the review should include both the positive aspects of the presentation, as well as suggest avenues for improvement of concrete facets of the presentation.

**5. Self-reflective evaluation of one's own presentation**

Upon the receipt of peer reviews and the instructor's comments on the class presentation, the students are required to reflect constructively on their presentation and elaborate on the potential avenues for its improvement.

**6. Final academic paper**

The final course work consists of writing a research paper in which an analysis of the constituent parts and their subsequent synthesis will be assessed. One of three topics suggested by the instructor will be graded as to whether the thesis of the paper is well defended and counterarguments are dealt with equally (Grade A), whether the thesis is supported sufficiently (Grade B), whether the thesis is clearly constructed without sufficient arguments presented for either the arguments or counter-arguments to the thesis (Grade C), or whether the paper only marginally touches on the theme of the course and at least some part of an argument is present (Grade D). A total of 2000 words with an adequate list of scholarly references will be required.

**7. Class participation**

Class participation will be evaluated four times per semester and will take into account the students' familiarity with the course readings and the willingness to either spur or join a class debate on the particular class topic. As well, Canvas discussions will allow for a further engagement in virtual space to elaborate on the topics raised in class or reflection papers.



**CIEE Prague Class Participation Policy**

Assessment of students’ participation in class is an inherent component of the course grade. Participation is valued as **meaningful contribution in the digital and tangible classroom**, utilizing the resources and materials presented to students as part of the course. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor’s or other students’ line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students’ active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.

**CIEE Prague Attendance Policy**

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

**Missing classes** will lead to the following penalties:

***90-minute semester classes:***

<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one to two</b> 90-minute classes	up to 10%	no penalty
<b>three</b> 90-minute classes	10.1–15%	reduction of the final grade by 3%



<b>four</b> 90-minute classes	15.1–17%	reduction of the final grade by 5%; <b>written warning</b>
<b>five</b> 90-minute classes	17.1–20%	reduction of the final grade by 7%; <b>written warning</b>
<b>six and more</b> 90-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

**180-minute semester classes:**

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one</b> 180-minute class	up to 10%	no penalty
<b>two</b> 180-minute classes	10.1–20%	reduction of the final grade by 5%; <b>written warning</b>
<b>three and more</b> 180-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

**Missing more than 20% of the total class hours** will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

**Late arrival to class** will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

**Students must notify their professor and Program Coordinator (PC) beforehand if they are going to miss class for any reason** and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student’s presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor’s note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor’s notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not



straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

**Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.**

**For class conflicts** (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

### **CIEE Academic Honesty Policy**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

**The first principle** is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

**The second principle** applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

**The third principle** is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information



told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

### Weekly Schedule

<b>Week 1</b>	<b>Class 1</b> <b><i>Course introduction</i></b> <i>Course content, course requirements, grading and syllabus overview</i>  <b>Class 2</b> <i>Key concepts defined, presentation sign-up</i>  <b>Reading:</b> Doherty 2009, 1-4. Miller 2012, 1-4.
<b>Week 2</b>	<b>Class 1</b> <b><i>Psychological basis of ToM research</i></b> <i>Research methodologies and terminology overview</i>  <b>Reading:</b> Pillai et al. 2012.  <b>Class 2</b> <b><i>Developmental milestones</i></b> <i>Empirical research</i>  <b>Reading:</b> Wellman & Liu 2004, 523–541.
<b>Week 3</b>	<b>Class 1</b> <b><i>Infancy</i></b> <i>Early precursors of ToM abilities</i>  <b>Reading:</b> Brooks & Meltzoff 2015, 67-78.  <b>Class 2</b> <i>Early precursors of ToM abilities cont.</i> Class presentation(s)

	Journal entry 1 due on Thursday.
<b>Week 4</b>	<p><b>Class 1</b> <i>Origins of ToM abilities</i></p> <p><b>Reading:</b> Meltzoff 2011, 49-75.</p> <p><b>Class 2</b> Class presentation(s) Peer-review 1 due</p>
<b>Week 5</b>	<p><b>Class 1</b> <i>Preschool and school years</i> <i>Early school years</i></p> <p><b>Reading:</b> Lillard, Pinkham, Smith 2011, 285-311.</p> <p><b>Class 2</b> <i>Later school years</i> Class presentation(s)</p> <p><b>Reading:</b> Ronald et al. 2005, 664-684.</p> <p>Journal entry 2 due on Thursday.</p>
<b>Week 6</b>	<p><b>Class 1</b> <i>Role of language in ToM acquisition</i> <i>Early linguistic competence and ToM</i></p> <p><b>Readings:</b> Astington &amp; Baird 2005, 3-25.</p> <p><b>Class 2</b> <i>Pragmatic competence and ToM</i> Class presentation(s)</p> <p><b>Readings:</b> Filippova &amp; Astington 2008, 126-138.</p> <p>Journal entry 3 due on Thursday.</p>
<b>Week 7</b>	<p><b>Class 1</b> <i>Role of executive functions in ToM acquisition</i></p>



	<p><i>Theories of ToM development</i></p> <p><b>Reading:</b> Carlson et al. 2015, 186-197.</p> <p><b>Class 2</b> <i>Brain regions involved in ToM processing</i> Class presentation(s)</p> <p><b>Reading:</b> Zelazo, Muller 2011, 574-603.</p> <p>Peer-review 2 due on Thursday.</p>
<b>Week 8</b>	<p><b>Class 1</b> <b><i>Adolescence</i></b></p> <p><b>Reading:</b> Dumontheil et al. 2010, 331-338.</p> <p><b>Class 2</b> <i>Critical thinking and writing</i> Class presentation(s)</p> <p><b>Reading:</b> Hughes et al. 2015, 149-153.</p> <p>Journal entry 4 due on Thursday.</p>
<b>Week 9</b>	<p><b>Class 1</b> <b><i>Adulthood</i></b> <i>ToM and aging</i></p> <p><b>Reading:</b> Bernstein et al. 2011, 481-502.</p> <p><b>Class 2</b> <i>In-class film viewing</i></p> <p>Peer-review 3 due on Thursday</p>
<b>Week 10</b>	<p><b>Class 1 and Class 2</b></p> <p><b><i>Social insight in atypical development</i></b> <i>Autism, SLI</i></p>

	<p><b>Reading:</b> Peterson et al. 2012, 469-485.</p> <p>Journal entry 5 due on Thursday.</p>
<b>Week 11</b>	<p><b>Class 1</b> <i>Social insight in atypical development, continued</i> <i>Deafness and Blindness</i></p> <p><b>Reading:</b> Filippová, Hudáková, 2016, 85-103.</p> <p><b>Class 2</b> <b>Field trip to the Invisible Exhibit</b> Peer-review 3 due on Thursday</p>
<b>Week 12</b>	<p><b>Classes 1 and 2</b> <i>Non-human social reasoning</i></p> <p><b>Reading :</b> MacLeod, 2017, 6348-6354.</p> <p><b>Class 2</b> <i>Evolutionary perspective on collaboration and cooperation</i> <b>Field trip to the Prague ZOO with a possible guest primatologist on site.</b></p> <p><b>Reading: TBA</b></p> <p>Peer-review 4 due on Thursday Final research paper due by midnight of Sunday.</p>
<b>Final Exam Week</b>	<p><b>Class 1</b> <i>Concluding remarks, course evaluations</i></p> <p>Self-reflective evaluation of one own's presentation due on Wednesday.</p> <p><b>Class 2</b> <i>Final thoughts, contextualisation of knowledge and course wrap-up</i></p>

### Course Materials

#### **Course readings**

Astington, J.W. & Baird, J.A. (2005). *Why Language Matters for Theory of Mind*. Oxford: Oxford University Press.



Bernstein, D. M., Thornton, W. L., Sommerville, J. A. (2011). Theory of Mind through the Ages: Older Middle-Aged Adults Exhibit More Errors than Do Younger Adults on a Continuous False Belief Task. *Experimental Aging Research*, 37, 481-502. doi: 10.1080/0361073X.2011.619466

Brooks, R., Meltzoff, A. N. (2015). Connecting the dots from infancy to childhood: A longitudinal study connecting gaze following, language, and explicit theory of mind. *Journal of Experimental Child Psychology*, 130, 67-78.

Carlson, S. M., Claxton, L. J., Moses, L. J. (2015). The relation between executive function and theory of mind is more than skin deep. *Journal of Cognition and Development*, 16, 186-197.

Doherty, M. J. (2009). *Theory of Mind: How Children Understand Others' Thoughts and Feelings*. Hove, UK: Psychology Press.

Dumontheil, I., Apperly, I.A., Blakemore S. J. (2010). Online usage of theory of mind continues to develop in late adolescence. *Developmental Science*, 13, 331-338.

Filippova, E., Astington, J. W. (2008). Further development of social reasoning revealed in discourse irony understanding. *Child Development* 79, 126-38. doi: 10.1111/j.1467-8624.2007.01115.x.

Filipová, E, Hudáková, A. (2016). Czech Sign Language in Contemporary Czech Society. *International Journal of the Sociology of Language* 238, 85-103. doi: 10.1515/ijsl-2015-0046.

Hughes, C., Devine, R.T. (2015). Individual differences in theory of mind from preschool to adolescence: Achievements and directions. *Child Development Perspectives* 9, 149-153.

Lillard, A., Pinkham, A. M., & Smith, E. (2011). Pretend Play and Cognitive Development. In U. Gowami (Ed.). *Childhood Cognitive Development*, 2<sup>nd</sup> Ed., Oxford, UK: Blackwell Publishing Ltd., 285-311.

MacLeod, E. L. (2017). Unraveling the evolution of uniquely human cognition. *PNAS*, 113 (23), 6348-6354.

Meltzoff, A. N. (2011). Social Cognition and the Origins of Imitation, Empathy, and Theory of Mind. In U. Gowami (Ed.). *Childhood Cognitive Development*, 2<sup>nd</sup> Ed., Oxford, UK: Blackwell Publishing Ltd. 49-75.

Miller, S. A. (2012). *Theory of Mind: Beyond the Preschool Years*. New York, US: Taylor & Francis Group.



Peterson, C. C., Wellman, H. M., Slaughter, V. (2012). The mind behind the message: Advancing theory of mind scales for typically developing children, and those with deafness, autism, or Asperger Syndrome. *Child Development*, 83, 469-485.

Pillai, D., Sheppard, E., Mitchell, P. (2012). Can People Guess What Happened to Others from Their Reactions? *PLoS ONE* 7(11): e49859.

Ronald, A., Happé, F., Hughes, C., Plomin, R. (2005). Nice and Nasty Theory of Mind in Preschool Children: Nature and Nurture. *Social Development*, 14, 664-684.

Tompkins, V. (2015). Improving Low-Income Preschoolers' Theory of Mind: A Training Study. *Cognitive Development* 36, 1-19. doi:10.1016/j.cogdev.2015.07.001.

Wellman, H. M., Liu, D. (2004). Scaling of Theory-of-Mind Tasks. *Child Development*, 75, 523–541.

Zelazo, P. D., Muller, U. (2011). Executive Function in Typical and Atypical Development. In U. Gowami (Ed.). *Childhood Cognitive Development*, 2<sup>nd</sup> Ed., Oxford, UK: Blackwell Publishing Ltd. 574-603.

### ***Further scholarly literature***

Baron-Cohen, S., Tager-Flusberg, H., & Cohen, D. J. (2002). *Understanding Other Minds: Perspectives from Developmental Cognitive Neuroscience*. Oxford: Oxford University Press.

Malle, B. F. & Hodges, S. D. (2005). *Other Minds: How Humans Bridge the Divide between Self and Others*. New York, NY: Guilford Publications, Inc.

McHugh, L. & Stewart, I. (2012). *The Self and Perspective-Taking: Contributions and Applications from Modern Behavioral Science*. Oakland, CA: New Harbinger.

Mitchell, P. (2011). "Acquiring a Theory of Mind." In Alan Slater, & Gavin Bremner (eds.) *An Introduction to Developmental Psychology: Second Edition*, BPS Blackwell.

Overton, W. F. (2010). (Ed.) *Biology, Cognition and Methods Across the Life-Span*. Volume 1 of the *Handbook of Life-Span Development*. Hoboken, NJ: Wiley.

Tomasello, M. (1999). *The Cultural Origins of Human Cognition*. Cambridge, MA: Harvard University Press.