Contents

List of Preface	contributors	ix xiii
Part I	Overview	1
1	Toward a topography of mind: An introduction to domain specificity Lawrence A. Hirschfeld and Susan A. Gelman	3
Part II	The origins of domain knowledge: Biology and evolution	37
2	The modularity of thought and the epidemiology of representations Dan Sperber	39
3	The organization of lexical knowledge in the brain: Evidence from category- and modality-specific deficits Alfonso Caramazza, Argye Hillis, Elwyn C. Leek, and Michele Miozzo	68
4	Origins of domain specificity: The evolution of functional organization Leda Cosmides and John Tooby	85
Part II	The origins of domain knowledge: Conceptual approaches	117
5	ToMM, ToBY, and Agency: Core architecture and domain specificity Alan M. Leslie	119
6	Moral belief: Form versus content David Premack and Ann James Premack	149
7	Domain-specific knowledge and conceptual change Susan Carey and Elizabeth Spelke	169
8	Is the acquisition of social categories based on domain- specific competence or on knowledge transfer? Lawrence A. Hirschfeld	201
	vii	

9	The birth and nurturance of concepts by domains: The origins of concepts of living things Frank C. Keil	234
Part IV	Are domains theories?	255
10	The theory theory Alison Gopnik and Henry M. Wellman	257
11	Thinking by children and scientists: False analogies and neglected similarities Paul L. Harris	294
12	Core domains versus scientific theories: Evidence from systematics and Itza-Maya folkbiology Scott Atran	316
13	Essentialist beliefs in children: The acquisition of concepts and theories Susan A. Gelman, John D. Coley, and Gail M. Gottfried	341
Part V	Domains across cultures and languages	367
14	First principles can support both universal and culture- specific learning about number and music Rochel Gelman and Kimberly Brenneman	369
15	Cognitive constraints on cultural representations: Natural ontologies and religious ideas Pascal Boyer	391
16	Universal and culture-specific properties of children's mental models of the earth Stella Vosniadou	412
17	Cognitive domains and the structure of the lexicon: The case of the emotions Anna Wierzbicka	431
Part VI	Implications for education	453
18	Teachers' models of children's minds and learning Sidney Strauss and Tamar Shilony	455
19	Situated rationalism: Biological and social preparation for learning Lauren B. Resnick	474
Author Subject		495 505