I will select three of these questions for you to answer on the exam. It is important that you make your answers short and succinct.

1. Cognitive View of Behavior
   a. Explain the key idea of the cognitive view of behavior. Why is this sometimes called a “representational theory of cognition”? Use an analogy to a computer to sort out the relationships between brain/mind, perceptual and motor systems, senses, muscles, and internal representations. Draw a diagram to illustrate your answer. Be sure to explain the role of internal representations.
   b. Four dichotomies used within the literature on human cognition that are borrowed from computer science are: hardware versus software, central versus peripheral processes, program versus execution, and interpreted versus compiled code
      i. Which of these would you use to argue that the functioning of mind is independent from the exact functioning of the brain? Explain your choice.
      ii. Which of these would you invoke to explain learned behavior of an expert typist? Explain your answer.
   c. Contrast the theory of distributed cognition to the standard cognitive view of behavior. How are they similar? What are the key differences?

2. Structure of behavior:
   a. In class, we have discussed different theories about when the structure of behavior originates, i.e., before, during, or after the behavior. Explain each of these positions. Use examples of everyday behavior to illustrate your answer.
   b. In class, we have made the case that the structure of behavior can originate in either external or internal representations. Explain why both are necessary. Give examples to illustrate your answer.
   c. Explain how the cultural historic approach to cognition would explain the structure of a behavior like setting a VCR to record for a hour long program on a certain station at certain time.

3. Intersubjectivity
   a. Define what is meant by intersubjectivity. Enumerate each of the features of the stop-sign example that compose the intersubjective space in which the participants operate.
   b. Four frameworks we have discussed in class are:
      i. Inside-the-head
ii. Interaction  
iii. Distributed Cognition  
iv. Cultural Historic

Suppose Alice is checking out books from the library. Explain how each of these frameworks would account for the commonality in the situation as Alice interacts with the librarian.

c. What is the key difference between the inside-the-head view of intersubjectivity and the Interactionist view?

d. What is the key difference between the inside-the-head view of intersubjectivity and the Distributed Cognition view?

4. Planning  

a. What is a plan? In what sense is a plan-based notion of behavior an example of a “representational theory of cognition”?

b. What is a plan for? Consider each of the following four examples of what plans are for and explain what they mean:

   i. Plan is a program.
   ii. Plan as intention.
   iii. Plan is a recipe.
   iv. Plan is a resource.

c. In class we discussed several reasons the plan as program view was problematic. Three of these were: uncertainty, the representational complexity of plans, and the difficulty of relating plan texts to concrete situations.

   i. Explain why each of these is problematic.
   ii. Explain how the plan as resource model voids the critique of the plan as program view.

5. Common Ground  

a. What is Common Ground? Remember to list the three parts of common ground that Clark talks about. Use an example to explain your answer.

b. What is Clark’s grounding criteria? Use an example to explain how it works.

c. What is the relationship between common ground and the problem of coordination that exists in joint activities?

d. In class we enumerated eight constraints on the establishment of common ground, i.e., copresense, visibility, audibility …

   i. Which of these apply to email?
   ii. Which of these apply to instant messaging?

6. Cultural Historic  

a. What does Vygotsky mean when he says “All higher level mental function begins with the social”? Use the mediation triangle to explain you answer.
b. Compare the standard analytic view of planning to the model of activity that emerges for culturally historic rich activity environments.

c. What is the “ratchet effect”? Use it to explain what Tomasello et al argue about what the difference is between humans and other primates.