

## "Modules, genes and evolution: a view from developmental cognitive neuroscience"

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The popular model of independently functioning modules drawn from adult neuropsychological cases is, I will argue, inappropriate for the study of developmental disorders. Indeed, because development plays such a crucial role in normal and atypical development and early on cortical regions are highly interconnected, a tiny impairment in the initial state of the brain of a child with a genetic disorder may affect several brain regions, some seriously, some more subtly, and have cascading effects over time on the phenotypic outcome. The talk uses research from developmental cognitive neuroscience to consider what we have learned about modules, genotype/phenotype relations, and evolution, first on the basis of Nativist claims found in the literature, which I will then re-evaluate within a neuroconstructivist perspective.

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