Bureaucracy:

New Room. Keene/Flint 105.
HOUR EXAM MOVED TO 2/25!
Hand out student cards?
How are we on the list? textbooks, handouts, online materials.

Substantive:

Left Over
Solms and Turnbull, "Introduction to Basic Concepts" and "Mind and Brain," pp. 1-43, 45-78. 44 + 34 pp. Pp. 75-78 summarize the theoretical underpinnings of this course.
Solms and the neuro-psychoanalysis movement. Feb. 19th. I DID NOT GET TO THIS ON 1/14. WILL COME BACK TO.

Unfortunate terms: subjective, introspection.
75-78. The importance of free association.
Use the aliquis example.
Lacan: signifier - signified. Lacan's signifier = the words as such; Lacan's signified = the themes, ultimately "the" theme.
Details --> themes ---> the theme.
Data problems in psychoanalysis.

For the above two, please read Holland's Psychoanalysis and Science essay. There is a link to it in "Why This Book?"

3. January 21. "The" Text - What is language? Where is a text? "Out there"? We will continue building neurological knowledge and considering what is perhaps the most basic assumption in human thinking about literature.

Discussion:

How do the brain's perceptual systems work? Use Igor.
Unimodal and polymodal systems.
What & where systems. Ventral, dorsal.
Importance of planned motor activity in filtering or calling up sensory information, ignoring rest.
How do we know our 3-D world? We don't.

What is the theory behind reader-response theory?
Neurology. Holland, "Where Is a Text?"
But before neurology? Variability of response.
How do you explain the variability?
Text-active. Reader-active. Bi-active. There is no psychological justification in idea that text imposes meanings, deconstructs, shapes thinking, etc. Texts are not active. Hence a bi-active explanation is half wrong, all wrong.
How does reader-active explain shared responses?
Feedback: codes and canons.

The diagram refers to a "cultural feedback loop" that uses or deploys our physical perception systems to test its own hypotheses. But its hypotheses are generated by personal style or identity or personality. Within the general category "culture," we can distinguish two kinds of hypotheses, relatively fixed codes and relatively variable canons. Below is a verbal statement of the codes and canons idea:

"We can state this model of an I in a very general form. An identity governs a hierarchy of feedback loops, each providing the standard for the loop below it. We can think of this model as having three levels--

at the highest level, a unique identity interpreted as a theme and variations;

at intermediate levels, loops internalized from culture, of two kinds:

- canon-loops, rules about which different "interpretive communities" regularly differ;
- code-loops: "No member of this culture would normally believe the rule is otherwise."

at the lowest level, physiological loops the human species shares.

We respond to movies and other things through this hierarchy."

Holland, "Reader-response already is cognitive criticism." Response to Herbert Simon
Holland, "Reader-response Criticism" For psychoanalysts.

How does r-r affect what we say about literature?
Not much. Any given reading is that reader's reading: character analysis; themes, marxism; deconstruction, etc., etc.
Blocks claims of "the" reading, "the" effect, etc.

What is language? Where is language?

Brain and language I
Go over Taylor, Table 12-3, p. 379. A simple, understandable classification of the bewildering variety of aphasias.
Taylor 384-389: detailed features of language handled in different parts of brain. Fricatives, affricates, initial consonants. Evidently poetic devices like alliteration, rhyme, internal rhyme, consonant clusters play to different modules in the brain.
Left hemisphere vs. right hemisphere - Taylor 374bot. Also 381mid. Prosody.
Receptive aphasias (Wernicke, posterior) vs. expressive aphasias (Broca, anterior)

TO DO NEXT WEEK
Brain and language II
Damasio and Damasio, "Brain and Language." 29-41. Handout, 13 pp. Notice that much of this is "I believe." But there is some confirmation.

3 major points to get:

I. Concepts are separate from words (this allows for his mediation system[s]). Cp. Pinker's "mentalese." What is the evidence for such a thing?

II In Damasio's scheme there are three systems (cp. Luria's three systems)
   a. percept ---> concept
   b. Broca-Wernicke-a.f. ---> word + sentence
   c. mediation systems (his idea). These are based on interactions of individual with the object (world).
      i. separate systems for verbs - functors - nouns of different concepts:
         e.e. edibles, manipulables, dividable, etc.

III. 2 systems for path from percept/concept to mediation system:

   "habit" learning association learning
   subcortical (basal ganglia) cortical (posterior perisylvian)
   regular forms (-s & -ed) irregular forms (go - went)

Where did language come from?
Next big question.

Reading:

Online.  2 pp.
Online. 18 pp.

Next week:

4. January 28. What is Language - Whence Language? Where did it come from? We will explore the Chomskyan revolution.

Discussion:

Where did language come from?

There is a useful web site devoted to the teaching of evolution at the secondary school level, with relatively non-technical papers at http://www.indiana.edu/~ensiweb/paper.fs.html.

What is the crucial element in human communication?
What is the crucial step from language to literature?
Did language ability evolve as a separate thing or does language simply adapt a general mechanism?
What is going on in our brains when we are "rapt," "absorbed," "engrossed" in a movie, play, story, or poem? This turns out to be pivotal in our mind-brain's experience of literature.

&nbsp;&nbsp;Reading:

Wade, "Researchers Say Gene is Linked to Language." Handout. 2 pp.
Cromie, "Researchers Debate." online. This paper will serve as an introduction to the more complicated one that follows.
Wade, "Early Voices." Handout. 9 pp. So will this one.
Osborne, "A Linguistic Big Bang." &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbp