Bureaucracy:

The hour exam. 20 percent of total. Ideal would put median around 70. I thought this was much easier. You are all on a curve.

1. Too general answers on the back diagram.
2. Lots of trouble with the names. Darwin's book to Panksepp. Is there a better way of asking about propositions advanced by somebody?
3. NNH's hypothesis about literature to somebody else. Q #45.
4. top-down; bottom-up and feedback feedforward mixed up.

9. March 3. When we come to a literary work, what do we expect? And, once we have engaged a literary work, what do literary forms do? How do they affect our response?

Discussion:

* What are the kinds of memory? What do they lead us to expect?
* What memory systems are involved in doing literature?

1. Holland, "What Do We Expect?" Online. 12 pp.
   Learn the memory systems.
   As you go along, think about what systems are involved in any given literary experience.
   Error on 13.1.

* What is literary form?

2. Holland, The Dynamics of Literary Response
   Achievement of this book:
   --deal with more fantasies than just oedipal.} New critical
   --introduce idea of defenses (=form) } rigor
   --deal with more genres than fiction and drama (cp. pre-1968 psac criticism)
   --minor point: reading other critics not just intellectually but psychologically
   Failure of this book.
   did not go beyond or even question bi-active model

   Two examples of New Critical reading. Here applied to finding unconscious fantasies as well as, the more usual thing, conscious themes.
   125.2: "Makes us feel." A bi-active model here. 127.2
   131.1 form as defense / content as fantasy or impulse
   Learn:
   definition of defense (3 elements)
   108.7. NNH assumes a bi-active model. 125.2 "maks us feel."
   112.5 The square root model. 127.2
   131.1 Thesis: from corresponds to defense, "content" to fantasy/impulse. Now, in 2004, how do we translate that into brain terms???

Language manages fantasy (sic!) by displacing attention. It does so three ways (157.5+):
--kinesthetically: 136.9 muscular actions.
--phonetic mastery
--gratify or violate expectancies

* What is attention?
Note that neurologist starts from abnormality.

96.8. Do you follow?
97.7: we attend to 1) novel, 2) evaluated as important to goals.
98.4: dorsolateral frontal lobe supplies goal information

N.B. Solms' Friday morning paper explained neglect as related to inability to mourn the damaged body part(s) and they became incorporated into mental functioning. Described 5 patients.

From my notes on his talk:

1) Extreme variability in the presenting complaints. Either extreme depression or denial or aggressive, paranoid obsession with loss. But they all had the same stroke.

We can account for what we see neurologically, paralysis plus cognitive impairments. No neuro explanation will account for the rest of what is wrong with them. You will never see it in a scanner.

You need two explanations. 1) what happened to their brain, mechanism from stroke, genetic background. 2) You need to get to know them. You need to understand what is going on with the subjective agent.

Two stories here. Isn't it true that to understand what happened you have to investigate the subjective state of mind?

How account for this neuropsychologically? Ability to mourn, not something we are born with. It is a developmental achievement. A mature emotional position that we have to attain. Need to get to object love. Need to accept otherness of loved object. This position makes you vulnerable to loss.

Object-love is dangerous but necessary. Alternative is narcissism: you don't define the world in terms of realistic spatial consideration. Distinction between me & not me is based on how you want it to be. If it's good it's part of me. Bad is outside of me. Baby denies separateness. Hence evolutionary pressure to develop into reality ego and object-love. Revolves around a spatial, cognitive achievement. Part of the brain damaged in these patients is the spatial part of the brain. Me here, you there -- that's exactly what these patients lose. Can't tolerate loss, can't mourn. Don't have cognitive wherewithal to do it, namely a clear sense of self in space.

Underlying reality is monistic: dual aspect monism.

This is a psychoanalytic explanation of the emotional reaction to the loss. It adds on to the neurological explanation of neglect. Dual aspect monism.
100.1: 3 possible etiologies for neglect.

Spotlight attention / floodlight attention. Posterior temporal-inferior parietal region in right hemisphere for floodlight; in left hemisphere for spotlight. Which applies when in literature?

Habituation. Parietal lobes important in drawing attention to novel or important; frontal lobes important in withdrawing attention from insignificant. (Cp. willing suspension.)


Systems:
- RAS (reticular activating system). Sometimes ARAS = ascending.
- Subcortical and limbic systems (incl. cingulate gyrus)
- Posterior parietal lobe
- Frontal lobes

Fig. 5-10 is useful.
- N.B., reticular structures here shown as one-way.
- "sensory representation" -- visual, auditory, sensorimotor (?)
- "motor representation" -- applies in literature?

Subcortical structures.
- RAS alertness; sending preparatory signal.
- Basal ganglia (not motor here; selection among competing sensory stimuli).

Cerebral cortex
How do these different kinds of attention enter into literary processing?
- Focused attention
- Alternating attention
- Sustained attention

Attentional network:
- a. Posterior parietal lobe mediates conscious attention to spatial targets. Interconnected to lateral & medial frontal cortex through the cingulate gyrus. CG goes to posterior parietal lobe & dorsolateral prefrontal cortex.
- b. Superior colliculus directs eyes; inferior colliculus directs auditory attention.
- c. Pulvinar (posterior bulge on thalamus) selects and filters sensory information
Right hemisphere does more to maintain vigilance than left hemisphere.
Norepinephrine important in maintaining alertness & attention (because it affects a, b, c above).

174b-175. Disorders that include attention problems. Not so important for us.

Frontal lobes:
- Understand Fig. 5.12.

P. 177. Frontal lobes.
   1) guide behavior by internal representations (memory --> working memory)
   2) guide behavior by changing cognitive context (perception --> working memory)

Prefrontal cortex resolves ambiguity.
Frontal lobes important with novel situation. Routine, frontal lobes less involved.
Frontal lobes are sexually dimorphic. Males: left hemisphere more context-dependent; right hemisphere more context-independent. Females: less lateralized; both hemis are more context-independent.
Reticulo-frontal disconnection -- important for neurologists.

* How does literary form work in the brain?

10. March 17. How does form work? What Is "content"? Where does it come from?

Discussion:

* How does form function in our experience of a literary work?
* What is the "content" of a literary work?
* How do we make content? Do we? Does the author?
* What does literary "meaning" mean?

Reading:


BELOW bears on content
