8. February 23. The HOUR EXAM. It will consist of multiple choice questions on the brain only. Afterwards, we will talk about the nature of literary characters. They are just words, yet we think of them as real people--how come?

Reading:


SPRING BREAK

I Is this simply an argument among literary critics or does it reflect a psychological reality?

   a) Recall ch. 3 of YMoM. We find a human cause for self-initiated events.
   b) What is the problem with Paris' position?
      1) "representation" or "psychological portraiture" are important in novel
      2) mix of demands of unity and psychological truth (world is messy)
      3) conflict bewtween author's values and characters' will
      4) but both are seen as in the text, not as constructs by readers.

II. What would a reader-response critic say about this mode of criticism?
   1) Let a hundred flowers bloom.

III What is the difference between a real person and a literary character? And does it make a difference?

   a) The "where-how" vs. "what" argument
      i. literary char in a book. Has what but no how-where.
      ii. literary char on stage or screen. Has how-where but what = actor.

IV Aleksandr Luria, "The Three Principal Functional Units," a reading assignment last year. 59 pp. Started with psychoanalysis, but politically impossible. Luria is founder of modern neuropsychology.

   a) 227.3 "Psychological processes are not indivisible `functions' or `faculties, but complex functional systems based on the concerted working of a group of cerebral zones, each of which makes its own contribution to the construction of the complex psychological process." nice phrasing

   b) 3 functional units x 3 zones. Hierarchy (Hughlings Jackson): Very important for Freud. Luria uses term "vertical functioning."

   c) 3 functional units X 3 zones: primary - secondary - tertiary (p. 43.3).

   d) What are the functional units?
      i. Waking - attention. (sensing inner world?) What is hierarchy of zones here? Primary = upper brain stem / reticular formation. Secondary = medial zones of hemispheres. Tertiary = prefrontal cortex. This is Solms' sensing of the inner world! Cerebral cortex also performs non-specific activating functions. Every specific afferent or efferent fibre is accompanied by a fibre of the non-specific activating system. Stimulation of individual areas of cortex can evoke both activating
and inhibitory influences on lower brain structures. nh: this has to do with suspension of disbelief and form.

ii) Sensing outer world. An afferent unit. Activation ascends. Primary = projection cortices. Secondary = association cortices. Note how hierarchy of zones applies not only to sensing but also to language.


e) Luria's laws:

Law of strength. response covaries with strength of stimulus IF optimal level of cortical tone is maintained.

Law of diminishing specificity (the zones). "Higher" brain functions are more general.

Law of progressive lateralization. The "higher" the function the more it is lateralized.

Riestra: in the frontal lobe, 5 systems. 1) motor system; 2) oculomotor system; 3) orbitofrontal, roughly personality (cp. Schore; processes social cues); 4) anterior cingulate, grossly motivational; 5) lateral frontal, =cognitive, executive. 3 here corresp to 3b below; 4 here corresp 3c below; 5 here corresp 3a below.

Frontal lobe contains, moving forward from central sulcus: precentral gyrus (movement of opposite side of body); premotor cortex (organizes more complex motor movements); prefrontal fibers (inhibitory control). Stuss, Alexander, Benson: Some include anterior cingulate. 5 circuits: 1) motor system including Supplementary Motor Area (SMA); oculomotor circuit, including Frontal Eye Fields (FEF); 3) 3 circuits originating in a) dorsolateral prefrontal cortex, b) lateral orbital cortex, c) medial frontal/anterior cingulate cortex. Each of these circuits involves a frontal lobe area, projections to striatal regions, continue to globus pallida, return to thalamus, and back to frontal region of origin. Lesions in 3a --> lose in verbal & nonverbal fluency, problem-solving, set shifting, learning, retrieval. Lesions in 3b --> disinhibition and irritability. Lesions in 3c --> apathy and decreased initiative. Makes some sense to speak of frontal system in the large and "executive function" in the large.

9. March 9. What do we expect when we pick up a book or buy a ticket for admission? When we turn to literature, what are we looking for? What is literary form? What is attention? How do literary forms work in the brain?

Reading:
Recall Yovell on memory (Jan. 26).
HANDED OUT PREVIOUSLY Solms and Turnbull, "Memory and Phantasy," ch. 5, 139-181. 43pp.
HANDED OUT PREVIOUSLY


Holland, YMoM, ch. 8. "What Do We Expect?" Online. 15pp.


Hasson et al., "Intersubject synchronization." Handout. 9pp.